



**Zero to nine spell out,
but numerals for
10 and up. Got it!**

Associated Press Stylebook and Word Usage Lesson Plans & Materials

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Stephen Green created these lessons as a capstone project for completion of the journalism educator master's degree program at Kent State University. It may be reproduced only for individual classroom teachers in class, but not for any commercial purposes including derivative works.

How to Use the AP Stylebook

AP STYLEBOOK UNIT

Rationale

The Associated Press Stylebook is often jokingly referred to as the journalist's bible. However, the AP Stylebook is not set up in a traditional format like a dictionary or thesaurus might work and must be taught.

CLASS GOAL: We will learn how to search for terms in the AP Stylebook to copy edit work made for media publications.

INDIVIDUAL GOAL: I will edit publication-like copy using the AP Stylebook.

Goals for Understanding

Students will learn how to search for

- Spelling
- Capitalization
- Abbreviation
- Numbers
- Word usage
- Punctuation
- Copy editing marks
- Media law

Students will learn how to search using

- Table of contents & index
- SCAN-UP method
- Special sections
- Key to Stylebook entries

Overview & Timeline

This lesson is designed to be completed in two, 45-minute class periods, but may be completed in one depending on teacher class length.

Lesson includes

- Warm up activity/preactivity assessment
- Direct instruction
- Cooperative learning activity
- Closing/post-activity assessment

Materials Needed

- Class set of AP Stylebooks, physical or web-based. This lesson was designed using the 2020-2022 Associated Press Stylebook.
- "Using the AP Stylebook Instructional Sheets" cut for each group
- "Using the AP Stylebook Worksheet" for each group
- "Using the AP Stylebook Practice" for each student

Day 1

WARM UP ACTIVITY: Show Slides 2 & 3 of the Slideshow and have students individually complete the activity silently with a 5-minute time limit using the AP Stylebook. Then, direct students to go around their group explaining and justifying each of their results using the round-robin method for 20 seconds per student. Use a timer application or website to show the students how much time is left. Audibly signal when it is time to switch group members and walk around to ensure everyone is talking.

Show Slide 4 with the answer to the warm up and have students compare their individual answers.

INSTRUCTIONAL ACTIVITY: Have group members each pull out one of the four "Using the AP Stylebook Instructional Cards". They should read silently for 1 minute and individually complete the activity at the end of each card. Then, go in a rally-robin format with each student explaining (not reading) their card's instructions to the other students, as well as the example they found. Each student should have 1-2 minutes to do this. The other students can take notes or just remember the information in the card.

After students read the four tip cards, pass out the "Using the AP Stylebook Practice" sheet. Talk with students about how to help one another if they see a student struggling. Students will use the round-robin method to complete this as a group. Each student will fill out one of the terms they find and pass to the next person. They should do this until it is complete. It should take approximately 10 minutes.

At the end, pass out the key to groups and have each student explain and demonstrate how they found each term. All groups should go through every term on the list, led by the student who found it.

DIRECT INSTRUCTION: Show and discuss Slide 5, which recaps everything students should have learned.

CLOSING ACTIVITY: Show Slide 6 and have students complete the activity on a blank sheet of paper, sticky note, or method the teacher prefers to see how well students understand the concept. Slide 7 has the corrections to be used at teacher prerogative.

Day 2

WARM UP ACTIVITY: Show Slide 8 and have students individually complete the activity silently with a 5-minute time limit using the AP Stylebook. Then, direct students to go around their group explaining and justifying each of their results using the same directions as the warm up on Day 1. Slide 9 has the answers.

Discuss the results and length of time it took compared to the first time they did the same activity. It should be faster.

PRACTICE ACTIVITY: Have students complete the "Using the AP Stylebook Worksheet" document as a group in the following way: Person A will read the sentence and identify one possible error and the type of correction it could be. Person B will suggest what term or category the group should look up. Person C will look that up and read the entry out loud. Person D will then determine what was wrong and tell the group what to write down. Persons A, B & C will all agree or disagree if Person D was correct and discuss until the item is correct. The roles will all switch and continue in the same pattern. (Item 2 should be B identifies, C suggests term to look up, D looks up the entry, and A makes the correction.) This continues with the other items until the worksheet is complete. This should continue for about 20-30 minutes or until all groups are complete with the assignment.

Show Slide 10 to the class, which contains the key, or hand out the worksheet key. If they have any errors or blanks, they should discuss what made it difficult to look up or understand.

DIRECT INSTRUCTION: Lead a class discussion on the issues and challenges they found and help redirect any misunderstandings.

CLOSING ACTIVITY: Put Slide 11 on the board and have each student complete in the method most preferable to the teacher. This can be graded. Slide 12 is the key.

References

Froke, P., & Bajak, F. (2020). *The Associated Press Stylebook*. Basic Books.

Strunk, W., & White, E. (2000). *The Elements of Style*. Allyn & Bacon.

Using the Table of Contents & Index

USING THE AP STYLEBOOK

Table of Contents

The table of contents is the section at the front of the AP Stylebook that shows you the pages where each section begins.

Index

The index shows where all individual entries are throughout each of the books sections or chapters.

Using the Index

Start by looking alphabetically in the index to see if you can find that specific entry or find the category where it may be. For example, if someone writes, "It is 5-o'clock somewhere" in a quote, you may notice "5-o'clock" is not in the index but "o'clock" is — listed as "See times, 297". "Times" is in the index also. Now you know the writer should have written "5 o'clock" instead.

If the index is not helpful, perhaps the table of contents may help find a chapter that may go deeper into your subject. Otherwise look in the main section.

Find It!

On what pages could I find the entries for **SYNAGOGUE**? Use the index.

SCAN-UP: Figuring Out What to Search

USING THE AP STYLEBOOK

SCAN-UP Method

The Associated Press Stylebook is set up to help writers with six main problems: spelling, capitalization, abbreviation, numbers, proper usage, and punctuation. Remember to SCAN-UP each sentence for each error type by reading six times — once for each error type.

Spelling

At first, look up each word's correct spelling. Sometimes words have letters transposed (reversed), extra/missing letters, or just not spelled right at all. The AP Stylebook has some spelling entries. If not, consult a dictionary.

Capitalization

The biggest set of entries is maybe usage followed closely by capitalization. There are many words we capitalize and shouldn't, and those wrongly lowercased. **Always** check the capitalization of nouns.

Abbreviations

The AP Stylebook has several rules about when to spell out months completely and when shortening them is OK. It also shows when to use acronyms (letters in place of a long name) or the full name. Though: When in doubt, spell it out.

Numbers

AP Style has an easy rule of thumb for numbers: 0-9, spell it out. Of course, there are, it seems, a billion exceptions. If you see a number, think, "What is the number representing?" Consult the numerals section (or other places in the book) and see if it is an exception.

Usage

Much of the book is a set of entries to prevent you from using the wrong word, or the proper word to use when there are many to choose. Check to see if you used a word correctly or the right one at all.

Punctuation

When wrong, punctuation is either missing, extra, or The AP Stylebook helps here, too. In most cases, you can just look up the punctuation's name and find the rules there or consult the punctuation section. When scanning a sentence, think: "Where should punctuation go that it isn't? Is the punctuation there used correctly?"

Find It!

SCAN-UP the sentence below six times — each time thinking about a different type of error. First, look for spelling errors. Then, capitalization; then abbreviations, and so on until you look all six times. See how many you can find!

The six-year-old man wrapped his arm in scotch tape which had to be cut off with scizzors on tuesday january tenth

Tips for Searching Stylebook Entries

USING THE AP STYLEBOOK

Search Specific to General

There is a LOT in the AP Stylebook. Always start looking up the exact thing you need. If it isn't, think: What category could it fall into? The book has categories of entries like times, postal codes and states.

Key to Stylebook Entries & What's New

One of the first pages is called "Key to Stylebook Entries" where editors explain how the book is laid out. Read it. It is adjacent to the "What's New" section with changes from the previous edition.

Use It Every Time

Look up every single thing in a word the first few times. After a while, you will start to instinctively know where to go look.

Find It!

Is it Super Bowl LVI, 56, or 2022?

Special Chapters & Copy Editing Marks

USING THE AP STYLEBOOK

Special Chapters

Because of how big the book got over the years, its editors created sections to help journalists. It includes punctuation, business, data journalism, polls and surveys, health and science, social media, digital security, religion, sports, media law, news values, and broadcast.

Copy Editing Marks

On page 519 (different in every book), you'll find a set of commonly used editing marks. Print out work and hand edit. It actually helps find errors you otherwise wouldn't find. Make sure the person you're editing for also knows the symbols.

Find It!

What is the legal term **DEFAMATION**?

Draw It!

edit this setnence using Copy Editing symbols found in your A.P. Style Book

Group Practice

USING THE AP STYLEBOOK

Use the Associated Press Stylebook to identify and correct the FOUR errors in each sentence below. Use copy editing symbols (shown on p. 519) to make the corrections. Then, write the sentence correctly at the right. Each has four errors. Compound errors (like lowercasing Math Professor) count as one.

NAME _____ PERIOD ____

Group Practice 1

There has been an internal religious conflict
ongoing between Shiia and Sunni muslims
since soon after the prophet Mohamed died.

Correctly Written Answer

Group Practice 2

Lieutenant governor Wilson Phillips tooked
a vacation, saying the election was nerve
racking because his opponent had almost
one million votes.

Correctly Written Answer

Group Practice 3

The oak tree fell down on Princple Initia
Brake's house Thurs., February 10 shortly
before 12 am during a tornado.

Correctly Written Answer

Group Practice Key

USING THE AP STYLEBOOK

Use the Associated Press Stylebook to identify and correct the four errors in each sentence below. Use copy editing symbols (shown on p. 519) to make the corrections. Then, write the sentence correctly at the right. Each has four errors. Compound errors (like lowercasing Math Professor) count as one.

Group Practice 1

There has been an internal religious conflict ongoing between Shiia and Sunni muslims since soon after the prophet Mohamed died.

Correctly Written Answer

There has been an internal religious conflict ongoing between **Shia** and Sunni **Muslims** soon after the **Prophet Muhammad** died.

Group Practice 2

Lieutenant governor Wilson Phillips tooked a vacation, saying the election was nerve racking because his opponent had almost one million votes.

Correctly Written Answer

Lt. Gov. Wilson Phillips **took** a vacation, saying the election was **nerve-racking** because his opponent had almost **1** million votes.

Group Practice 3

The oak tree fell down on Princple Initia Brake's house Thurs., February 10 shortly before 12 am during a tornado.

Correctly Written Answer

The oak tree fell on **Principal** Initia Brake's house **Thursday, Feb.** 10 shortly before **midnight** during a tornado.

Practice Worksheet

USING THE AP STYLEBOOK

Use the Associated Press Stylebook to identify and correct the FOUR errors in each sentence below. Use copy editing symbols (shown on p. 519) to make the corrections. Then, write the sentence correctly at the right. Each has four errors. Compound errors (like lowercasing Math Professor) count as one.

NAME _____ PERIOD ____

Problem 1

Despite studying as a foreign-exchange
student in the middle east, Junior Harry Feat
still did not know muslims believe in Allah.

Correctly Written Answer

Problem 2

Government Teacher Juanita Rivera earned
her Bachelor's degree in History from
Cityville University — the 1st in her family to
graduate with a college degree.

Correctly Written Answer

Problem 3

The Varsity Football team's day to day grind
is apparent on the quarter back's face when
he crossed the five-yard line.

Correctly Written Answer

Rationale

Journalists stick to a specific way to attribute names and format direct quotes. The reason is to help prevent confusion and avoid editorializing.

CLASS GOAL: We will learn how to properly attribute information, reference names, and format and punctuate direct quotations.

INDIVIDUAL GOAL: I will copy edit a story using proper copy editing marks to correct attribution and quote formatting.

Goals for Understanding

Students will understand & demonstrate

- All facts & opinions that do not fall into common knowledge must have attribution of some sort
- Attribution includes full name and job title or description that makes them relevant to being quoted in the story
- Always use "said" unless it is a document, which can't talk
- Title-name-said format, unless the title or description is so long it would cause confusion
- Proper punctuation for direct quotes
- Reference people by title and full name on first reference, then just by last name on subsequent references unless two people in a story share the same last name

Overview & Timeline

This lesson is designed to be completed in two, 45-minute class periods with students split into groups of four, but may be done in one depending on class length.

Lesson includes

- Warm up activity/preactivity assessment
- Direct instruction
- Cooperative learning activity
- Closing/post-activity assessment

Materials Needed

- "Attribution and Quote Cards" cut for each group
- "Example Quote Worksheet" for each student
- "Copy Editing for Attribution & Quote Format" and "Key" for each student
- Class set of AP Stylebooks, physical or web-based. This lesson was designed using the 2020-2022 Associated Press Stylebook.

Day 1

WARM UP ACTIVITY: Show Slides 2 & 3 of the Slideshow and have students individually complete the activity with a 2-minute time limit. Then, direct students to go around their group explaining and justifying each of their results using the round-robin method for 20 seconds per student. Use a timer application or website to show the students how much time is left. Audibly signal when it is time to switch group members and ensure everyone is talking. Slide 4 has the correct version the teacher can use to preview the lesson.

INSTRUCTIONAL ACTIVITY: Each group should have a different stack of cards than the other groups. Every member in the group will have the same card. (i.e. Group 1 will all have Card 1 for every student. Group 2 has Card 2, and so on.) Each group should also have the "Example Quote Worksheet".

Have every member of the group read their card silently for 1-2 minutes. Then, have them go in a round-robin format explaining the rule they learned from the card. Then, have the group members independently make the correction to the quote using copy editing marks. After all members silently made their corrections, they should compare their edits to each other and coach those who did not understand the concept.

Once they all have the same edit, the group will choose one member to leave the group to teach another group what they learned and coach the new group to make the correction without telling the right answer. The group member who left should then return to their group and hear what the members learned from their visiting tutor and make the correction.

This pattern should continue with new group members leaving to serve as tutors until each group member has been a tutor at least once or until there are no new cards for that group to learn. Every group should have visited and learned from every other group by the end of class.

EXAMPLE: Sarah, Joseph, Tracy and Elaine are in Group 1. They all read Card 1 independently, discuss, make corrections independently, compare their edits, and coach. Then, Sarah goes to be the tutor for Group 2, telling them what her group learned while Sarah was away. Tamela, from Group 5, visits Joseph, Tracy and Elaine to tell them about Card 5. Sarah returns to the group. All four make the edits based off what Tamela told them after they fill Sarah in on the new information. Now, Joseph will visit Group 3 to start the process again. This continues until all groups have heard all five notes.

Show Slide 6, which has the correct answer and have groups compare the right answer to their corrections. If it is incorrect, have students discuss where and why they were incorrect and resolve where communication broke down.

DIRECT INSTRUCTION: Slide 7 includes everything the students should have learned as a recap.

EXIT TICKET/CLOSING ACTIVITY: Have all students complete the exercise on Slide 8. The answer is on Slide 9 for however the teacher prefers to review.

Day 2

WARM UP ACTIVITY: Show Slide 10 of the Slideshow and have students individually complete the activity with a 2-minute time limit in the same way as Day 1. Slide 11 has the correct answers.

PRACTICE ACTIVITY: Each group member should get one copy of the "Copy Editing for Attribution & Quote Formatting" worksheet. Students should take turns, one at a time, making one edit to the story for attributions and/or quote formatting using copy editing marks, then pass it on to the next group member.

Once they have finished, have them stand up to show they are complete. Then, have groups edit the story using the SCAN-UP method and the AP Stylebook. They should continue until the group is satisfied the story is completely edited. This should take approximately 30-40 minutes. The "Copy Editing for Attribution & Quote Formatting Key" has the corrected story.

NOTE: Teach students how to coach and correct their peers if they see something was done incorrectly. Teachers should also coach students how to encourage and give hints, not answers, to their peers if they become stuck or lack anything to edit.

EXIT TICKET/CLOSING ACTIVITY: Show students Slide 12 and have them submit in the manner appropriate for the teacher to be graded. Slide 13 has the corrected sample story.

References

Froke, P., & Bajak, F. (2020). *The Associated Press Stylebook*. Basic Books.

Strunk, W., & White, E. (2000). *The Elements of Style*. Allyn & Bacon.

Punctuating a Direct Quote

ATTRIBUTION & QUOTE FORMAT

Attribute After the First Sentence

Your attribution — who said the quote — should come at the end of the first sentence and **only** the first sentence. Do not attribute after every sentence in the same quote block.

Quotation Marks

Quotation marks always go around exactly what the person said. If words are in quotation marks, they are a signal the person said exactly those words.

All punctuation goes **INSIDE** quotation marks. All periods, commas, etc. all appear inside the quotation marks.

Spaces

Watch out for extra spaces! Punctuation should always hug the word to its left except the first quotation mark of a sentence, which hugs the word to its right.

Model

“This is the first sentence of my quote,” teacher Smart E. Pants said. “The second quote goes here. The third goes here if there is one.”

Comma

At the end of the *first* sentence, use a comma and quotation marks rather than a period. (.....*enjoyed it,*”). Your attribution adds to the end. (...*it,*” **he said.**)

Period

Put a period at the end of every sentence. That means after the attribution and at the end of any other sentences in the quote.

Attributing Names

ATTRIBUTION & QUOTE FORMAT

Use First and Last Names Always

On the first reference to a person, always use their first and last name. Many share the same last name. By using both names, you give people a concrete idea of who said what and being more accurate. This applies to teachers as well. That means you need to find their first name as well and ask them how they spell it.

Give Them a Title

A title might be a job, official position, or just describing who they are and why they matter to the story. Some people may have more than one title; so include the relevant one, or both if they both matter. For example Principal Richard Penny may be called principal at your school, but is “concert attendee” elsewhere to prevent readers thinking, “Why do I care about their opinion?”

Title Then Name

When attributing, it's always title then name: *junior Abby Lee*; *choir member Alex Sanchez*; *history teacher Janey Jackie*; *Principal Kenny Smitts*.

EXCEPTION: When the description is way too long, then: *Gerry Scot, director of research and innovation at the University Center for Strategic Studies*.

It is hard to read when reversed.

Model

“This is the first sentence of my quote,” **teacher Smart E. Pants** said. “The second quote goes here. The third goes here if there is one.”

Always Said

ATTRIBUTION & QUOTE FORMAT

Title-Name-Said

Always use “said” when referencing something someone said in a quote.

Write “said” **AFTER** the title and name: *freshman Molly Winters said*.

EXCEPTION: If the person's title is super long: *said Gerry Scot, director of research at the Center for Strategic Studies*.

Avoid Editorializing

Attribute any facts & opinions not falling into very common knowledge. In addition, avoid describe how someone said something (“Winters laughed” instead of “said”). You **can** add a comma after the attribution then add clarification or detail of how they said something: *freshman Molly Winters said, laughing at her situation with a tear in her eye*

According to

Documents can't talk. Prefer “according to” in this case when citing non-human things.

Model

“This is the first sentence of my quote,” teacher Smart E. Pants **said**.

Second References

ATTRIBUTION & QUOTE FORMAT

Last Name Only

Once you have said the person's title and first name on first reference, you don't have to again for the rest of the article. Readers are smart enough to figure out who you mean...unless...

Unless More than One of the Same Name

The exception is if more than one source in the same story share the same last name. If so, use the full name for both people on all reference to avoid confusion.

Model

Math teacher **Smart E. Pants** said something like this.

“This is the first sentence of my quote,” **Pants said**.

Courtesy Titles

ATTRIBUTION & QUOTE FORMAT

Avoid

Courtesy titles are verbally said as a sign of respect: Mr., Ms., Mrs., Dr., Miss. However, they can be messy. Is she married? You have to ask irrelevant questions just to put a few letters no one cares about in front of their name.

GENDER-NEUTRAL LANGUAGE:

The AP Stylebook recommends using gender-neutral language anyway. Sources identifying as non-binary, transgender or somewhere else on the gender spectrum are put in the awkward position of choosing a courtesy title they don't recognize and awkward for the reporter forced to pry into people's personal lives.

Model

Math teacher Smart E. Pants said something like this.

“This is the first sentence of my quote,” **Pants said**.

Example Quote Worksheet

ATTRIBUTION & QUOTE FORMAT

Learn It, Then Fix It!

Use copy editing marks (p. 519 in the Stylebook) to make corrections as you learn new corrections. After learning all rules about attribution and quote formatting, write it correctly in the space provided below.

Says Mrs. Martha May, the Spanish teacher, she will be attending the upcoming Food & Family Festival.

The festival is one of the few times of year my family gets to spend quality time outside. Usually, it is too hot with small children to do anything for a lengthy amount of time outdoors. smiled Mrs. Martha May, Spanish teacher.

Group Version

Write your final version of the sentence and quote paragraphs below.

Copy Editing for Attribution & Quote Format

Use your knowledge of attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections. There are FOUR corrections per paragraph to look up.

Student Council to host city beautification project

Members of the Cityville **Highschool student council** decided to spruce up the city with a new clean-up project in the downtown square starting **Tues.**, Feb. **15th**.

"Downtown used to be the hub of the city for so many years," **Senior** and Student Council **president** Marci Gray said. "Now, **its** just a dump and **grave yard** for struggling small businesses. Worse than that, its just dirty."

the plan involves the collective effort of all the clubs, organizations and sports on campus. Student Council **Member** Joshua Browne hopes all of the groups can form a **masive** walk across the downtown square to pick up trash, pull weeds, and **re-paint** the signage and other fixtures to freshen up the area's visual appeal.

"To get people to support small businesses, they have to want to walk and enjoy **Downtown** again." Browne said. "I don't **fell** welcome in the heart of the **City**. It is a massive eyesore."

Browne got the **idae** after Cityville **city council** members recognized the problem at last month's meeting. Members ended up creating a new **taskforce** to come up with a **re-vitalization** plan. Mayor Lee Durr said the Student Council project fit right in to the vision he has for the area.

"A city is only as good as **it's** people," Durr said. "These **High-School** students are showing the community what **reel** service can look like. In all honestly, the students are going to save us a significant amount of thyme getting downtown back to **were** it was."

The downtown square was **1st** constructed in the **1920's** as a way to centralize the town's economy. Cityville was a logging community at the time and the shops and services were scattered around by all the **company's** until downtown brought them all **to gether**, according to the city's historical record.

"When people turn 100, there is an **awl** around them and they are protected at all costs," Gray **stated**. "Downtown is just over **100-years-old** and we've just abandoned it to **dye**. It's about time we stepped in to do what others clearly have failed to do."

Copy Editing for Attribution & Quote Format Key

Use your knowledge of attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections.

Student Council to host city beautification project

Members of the Cityville **High School Student Council** decided to spruce up the city with a new clean-up project in the downtown square starting **Tuesday**, Feb. **15**.

“Downtown used to be the hub of the city for so many years,” **Senior** and Student Council **President** Marci Gray said. “Now, **it’s** just a dump and **graveyard** for struggling small businesses. Worse than that, its just dirty.”

The plan involves the collective effort of all the clubs, organizations and sports on campus. Student Council **member** Joshua Browne hopes all of the groups can form a **massive** walk across the downtown square to pick up trash, pull weeds, and **repaint** the signage and other fixtures to freshen up the area’s visual appeal.

“To get people to support small businesses, they have to want to walk and enjoy **downtown** again,” Browne said. “I don’t **feel** welcome in the heart of the **city**. It is a massive eyesore.”

Browne got the **idea** after Cityville **City Council** members recognized the problem at last month’s meeting. Members ended up creating a new **task force** to come up with a **revitalization** plan. Mayor Lee Durr said the Student Council project fit right in to the vision he has for the area.

“A city is only as good as **its** people,” Durr said. “These **high-school** students are showing the community what **real** service can look like. In all honestly, the students are going to save us a significant amount of thyme getting downtown back to **where** it was.”

The downtown square was **first** constructed in the **1920s** as a way to centralize the town’s economy. Cityville was a logging community at the time and the shops and services were scattered around by all the **companies** until downtown brought them all **together**, according to the city’s historical record.

“When people turn 100, there is an **awe** around them and they are protected at all costs,” Gray **said**. “Downtown is just over **100 years old** and we’ve just abandoned it to **die**. It’s about time we stepped in to do what others clearly have failed to do.”

Rationale

Timeliness is one of the key news values any journalist knows. It makes sense that knowing how to properly format times is a must-have skill for any journalist. There are many usage, abbreviation and punctuation rules when it comes to writing times and when to reference them. The better you know the rules, the faster you get with copy editing and writing.

CLASS GOAL: We will learn the proper ways to reference time in writing.

INDIVIDUAL GOAL: I will copy edit work using my knowledge of time reference styles in the AP Stylebook.

Goals for Understanding

Students will demonstrate when and how to include

- Days of the week & dates
- Months
- Time of day
- Years, decades & centuries

Overview & Timeline

This lesson is designed to be completed in one, 45-minute class period with students split into groups of four.

Lesson includes

- Warm up activity/preactivity assessment
- Direct instruction
- Cooperative learning activity
- Closing/post-activity assessment

Materials Needed

- "Time Instructional Cards" cut for each group
- "Time Practice Cards", printed front and back & cut for class
- "Copy Editing for Time" and key for each student
- Class set of AP Stylebooks, physical or web-based. This lesson was designed using the 2020-2022 Associated Press Stylebook.

Day 1

WARM UP ACTIVITY: Show Slides 2 & 3 of the slideshow and have students individually complete the activity with a 2-minute time limit. Then, direct students to go around their group explaining and justifying each of their results using the round-robin method for 20 seconds per student. Use a timer application or website to show the students how much time is left. Audibly signal when it is time to switch group members and ensure everyone is talking. Slide 4 has the correct version the teacher can use to preview the lesson.

INSTRUCTIONAL ACTIVITY: Have group members each pull out one of the four "Time Instructional Cards". They should read silently for 1-2 minutes and individually complete the activity at the end of each card. Then, they should talk in a round-robin format—each student explaining (not reading) their card's instructions to the other students, as well as the example they found. Each student should have 1-2 minutes to do this. The other students can take notes or just remember the information in the card.

After students read the four tip cards, pass out the "Time Practice Cards"—one to each student. They will engage in a mix-pair-share activity: Students will mix around the room (make them actually mix) and pair up with someone. The pair should ask each other the question on their card and answer. If they got it wrong, the other student should coach them to the right answer, not tell them the right answer right away. Talk with students about how to help one another if they see a student struggling. Then, have them mix-pair-share again with someone they have not already paired with. They should do this for about 5-10 minutes or until the class has roughly cycled through everyone. Students then return to their seats. This assignment can also be done with the stand-up, hand-up, pair-up method.

Hand out the "Copy Editing for Time" worksheet. Students should take turns, one at a time, making one edit to the story JUST for time elements using copy editing marks, then pass it on to the next group member until it is completely edited.

Once they have finished, have groups edit the story using the SCAN-UP method and the AP Stylebook. They should continue until the group is satisfied the story is completely edited. This should take approximately 15-20 minutes. The "Copy Editing for Time Key" contains the corrected story with errors highlighted.

Slides 5 & 6 have a recap of all concepts.

EXIT TICKET/CLOSING ACTIVITY: Have them do the activity on Slide 7.

References

Froke, P., & Bajak, F. (2020). *The Associated Press Stylebook*. Basic Books.

Strunk, W., & White, E. (2000). *The Elements of Style*. Allyn & Bacon.

Time of Day

TIMES

Numerals, Not Words

Time is always written as a numeral, never as a word. It's 5 *p.m.* not *five p.m.*

a.m. & *p.m.*

When you include a.m. or p.m. to signify time of day, use periods after each letter. Lowercase and never use all caps.

Avoid Unless Needed

There is no need to cite the specific time something did or will happen unless that is vital for readers to understand the context of the story. Morning, night, afternoon, etc. work well to get the idea across if it is simply to describe the time.

Don't Be Too Specific

Again, unless necessary, round the times to whole or half hours. Use *just after 10 a.m.* rather than *10:12 a.m.*

Range of Times

Same half of day: 5-7 *p.m.*

Different half of day: 5 *a.m.* to 7 *p.m.*

Noon & Midnight

Never use 12 a.m. and 12 p.m. Use either noon (12 p.m.) or midnight (12 a.m.): *The race will start at noon.*

Avoid midnight if it can be confusing about the day of the week something took place.

o'clock

Avoid unless part of a quote. When you use, it is (numeral) o'clock and mention the time of day: 4 o'clock in the afternoon; Monday morning at 3 o'clock

Cut Redundancy

You don't need to say: *It was Tuesday afternoon at 5:30 p.m.* Instead say: ...*Tuesday at 5:30 p.m.* Or: ...*Tuesday afternoon at 5:30.*

Fix It!

The car crashed Monday morning at exactly twelve am and was cleared by three am. Traffic was jammed until sixoclock in the morning.

Days of the Week & Dates

TIMES

Spell It Out

There is never a reason to abbreviate a day of the week. Ever.

Capitalized

Days of the week are proper nouns and should be capitalized.

Dates

Numerals only; don't use -st, -nd, -rd, or -th: Feb. 10, Oct. 9, Dec. 14, May 17

Use Alone Only When Within 7 Days in Print Publications

If your newspaper goes to print on a Monday and the event happened Friday, you can say, "Theater performed the play on Friday."

But if it was three months ago, you need to include the full date in this format & punctuation: Friday, Oct. 5 (Day, Month Date)

Use Full Date in Online Publications

Readers may find an article online weeks, months or years later. Include the full date online to avoid confusion down the road: Friday, Oct. 5

Fix It!

Published online & print: Monday, Feb. 3

Prom will take place friday february seventh.

Months & Abbreviations

TIMES

Capitalize

Months are proper nouns and should be capitalized every time.

Spell Out Months Less than 6 Characters

March through July will never, never, never be abbreviated. Never.

Abbreviate the Others With Specific Dates

The only time you abbreviate a month is when it is with a specific date and more than five characters: Tuesday, Dec. 4

ABBREVIATIONS: Jan., Feb., Aug., Sept., Oct., Nov., Dec.

NOTE: Spell out all months when just with the year and not a date. Examples: November 2023, January 1998

Fix It!

The organization had its first meeting in Feb. 2021 and will host a fundraiser on Wednesday, Mar. 4. The goal is to raise enough money to attend the district convention next year on Thursday, September 20.

Years, Decades & Centuries

TIMES

Use When Not Using Current Year

Readers will assume the dates you use are for the current year. Only use the year when you are referencing a previous or future year from the one you are in.

Decades

Proper format: 1960s or '60s

Centuries

Lowercase & spell out numbers less than 10 unless part of a proper noun: 21st century, the first century, 20th Century Fox

Fix It!

The best example of classic Americana was the architecture of the 1920's. Architects still cite influence from other 19 Century designers all the way through the pop art phase of the 50's. This year, the group will give an award for innovative design Wednesday, Jan. 4, 2022.

Copy Editing for Time Worksheet

AP STYLEBOOK UNIT

Use your knowledge of time elements, attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections. Each paragraph has FOUR errors.

First homecoming parade set for next month

Students, faculty and staff will have the chance to show off their school spirit in a historic new way in october. During Tuesday morning's announcements at 8 am., Principal Dr. Jeff Sticks states Cityville High School is preparing for its first-ever homecoming parade

"This was a surprise for everyone, and intentionally so," said Sticks. "this school has been through so much in the last five years." "We just wanted to find a time where we could go crazy as a community and have a time not to worry"

the news lit social media on fire with excitement. by 8:17 pm. on tuesday, #CityvilleHoCo was trending on Twitter, Instagram and TikTok locally.

"I think I was one of the first people to post to my account about the parade." said person with more than 2,300 followers on Instagram and freshman Lindsay Bergman. "I had about 700 likes before I even got home at four-o-clock. Numbers aren't everything, but the vibe just hit different this time; people care about us now".

Constance Bergman, a student who is a junior, said she was always jealous of other schools having a tradition like the parade but never expected it to actually happens. the last time the high school had a similar event was in the 1950's, but ended during the late 60's due to lack of interest.

Bergman says: " Cityville has never really had school spirit. Individually, people recognize the work the school does for the community, but having a parade might mean the Town comes together for positive."

The cheerleaders will be in charge of organizing the parade, which is scheduled to take place from 5 p.m. to 6:30 p.m. Friday, Oct. 23 in the downtown square right before the homecoming game. Organizations that want to participate have until 12 pm on monday, Oct. 11 to submit their float application.

"We want this to not be a onetime thing. City ville really is a great place to live, work and learn. I hope this is the start of something that last's forever and unifies our town for the better." said Sticks.

Copy Editing for Time Worksheet Key

AP STYLEBOOK UNIT

Use your knowledge of time elements, attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections.

First homecoming parade set for next month

Students, faculty and staff will have the chance to show off their school spirit in a historic new way in **October**. During **Tuesday morning's announcements**, Principal Dr. Jonathan Sticks **said** Cityville High School is preparing for its first-ever homecoming parade.

"This was a surprise for everyone, and intentionally so," **Sticks said**. "**This** school has been through so much in the last five years. **We** just wanted to find a time where we could go crazy as a community and have a time not to worry."

The news spread lit social media on fire with excitement. **By 8 p.m.** on **Tuesday**, #CityvilleHoCo was trending on Twitter, Instagram and TikTok locally.

"I think I was one of the first people to post to my account about the parade," said freshman Lindsay Bergman, **who has more than 2,300 followers on Instagram**. "I had about 700 likes before I even got home at **4 o'clock**. Numbers aren't everything, but the vibe just hit different this time; people care about us now."

Junior Constance Bergman said she was always jealous of other schools having a tradition like the parade but never expected it to actually **happen**. The last time the high school had a similar event was in the **1950s**, but ended during the late **'60s** due to lack of interest.

"Cityville has never really had school spirit," **Constance Bergman said**. "**Individually**, people recognize the work the school does for the community, but having a parade might mean the **town** comes together for positive."

The **cheerleaders** will be in charge of organizing the parade, which is scheduled to take place from **5-6:30 p.m.** on Friday, Oct. 23 in the downtown square right before the homecoming game. Organizations that want to participate have until **noon** on **Monday**, Oct. 11 to submit their float application.

"We want this to not be a **one-time** thing," **Sticks said**. "**Cityville** really is a great place to live, work and learn. I hope this is the start of something that **lasts** forever and unifies our town for the better."

Card 1

Answer

Change 3 PM to 3 p.m.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 2

Answer

Change seven to 7.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 3

Answer

Change the hyphen to "to"..

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 4

Answer

Change 12 p.m. to noon.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 5

Answer

Change 8-o'clock to 8 o'clock.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 6

Answer

Eliminate p.m. or night.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 7

Answer

Remove the -nd from 22nd.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 8

Answer

Spell out Tuesday.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 9

Answer

Say "around 11 p.m." (don't use specific time).

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 10

Answer

Abbreviate November.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 11

Answer

Spell out April.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 12

Answer

Capitalize July and May.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 13

Answer

Lowercase "Century".

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 14

Answer

Change 1980's to 1980s and 60's to '60s..

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 15

Answer

Remove 2022.

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 3

Question

The basketball game tournament is scheduled to last from 7 a.m. - 8 p.m. next Thursday.

Card 2

Question

Carl Havlock and his friends will leave for the trip at seven in the morning.

Card 1

Question

The band will practice in November starting at 3 PM every Wednesday.

Card 6

Question

He said the delivery would arrive by 8 p.m. Monday night at the latest.

Card 5

Question

The time struck 8-o'clock when the first light of Friday morning fell through the window.

Card 4

Question

Stephanie Brown showed up to practice about 12 p.m. Tuesday and did not see anyone.

Card 9

Question

Police said the burglar broke in Monday at 11:27 p.m. while the family was asleep.

Card 8

Question

Jessica Smith said for all FFA members to show up Tues., March 10 for a meeting.

Card 7

Question

The football team is scheduled to kickoff the homecoming game at 7 p.m. on Friday, Sept. 22nd.

Card 12

Question

It was not until July that Mark Rony realized he left his backpack at school since May.

Card 11

Question

The fact that the mural was put up before Wednesday, Apr. 12 was amazing to everyone.

Card 10

Question

When the church opened its doors Sunday, November 14, all the members cried tears of joy.

Card 15

Question

Earlier this year, the culinary arts served breakfast to military veterans Wednesday, March 12, 2022.

Card 14

Question

The last time the city hosted its music festival was in the late 1980's with the theme: the Rocking 60's.

Card 13

Question

The Civil War was the bloodiest war of the 19th Century and any other war the United States fought in.

Rationale

Spelling is tricky. English is tricky. Knowing the common spelling mistakes and how to correct them is important in reducing typos, and editing and writing quickly.

CLASS GOAL: We will learn the common types of spelling errors and ways to spot and correct them.

INDIVIDUAL GOAL: I will edit copy for publication using spelling and other style rules I have learned.

Goals for Understanding

Students will understand & demonstrate

- Using the wrong vowel & consonant
- Transposing double vowels & letters
- Extra & missing letters
- Similar word confusion
- Using a dictionary & Stylebook

Overview & Timeline

This lesson is designed to be completed in two, 45-minute class periods with students split into groups of four, but can be done in one period depending on class length.

Lesson includes

- Warm up activity/preactivity assessment
- Direct instruction
- Cooperative learning activity
- Closing/post-activity assessment

Materials Needed

- "Spelling Instructional Cards" cut for each group
- "Example Spelling Worksheet" for every student
- "Copy Editing for Spelling" and key for each student
- Class set of dictionaries, physical or electronic.
- Class set of AP Stylebooks, physical or web-based. This lesson was designed using the 2020-2022 Associated Press Stylebook.

Day 1

WARM UP ACTIVITY: Show Slides 2 & 3 of the slideshow and have students individually complete the activity with a 2-minute time limit. Then, direct students to go around their group explaining and justifying each of their results using the round-robin method for 20 seconds per student. Use a timer application or website to show the students how much time is left. Audibly signal when it is time to switch group members and ensure everyone is talking. Slide 4 has the correct version the teacher can use to preview the lesson.

INSTRUCTIONAL ACTIVITY: Each group should have a different stack of "Spelling Instructional Cards" than the other groups. Every member in the group will have the same card. (i.e. Group 1 will all have Card 1 for every student. Group 2 has Card 2, and so on.) Each group should also have the "Example Spelling Worksheet".

Have every member of the group read their card silently for 1-2 minutes. Then, have them go in a round-robin format explaining the rule they learned from the card. Then, have the group members independently make the correction to the "Example Spelling Worksheet". After all members silently made their corrections, they should compare their edits to each other and coach those who did not understand the concept.

Once they all have the same edit, the group will choose one member to leave the group to teach another group what they learned and coach the new group to make the correction without telling the right answer. The group member who left should then return to their group and hear what the members learned from their visiting tutor and make the correction.

This pattern should continue with new group members leaving to serve as tutors until each group member has been a tutor at least once or until there are no new cards for that group to learn. Every group should have visited and learned from every other group by the end of class.

EXAMPLE: Sarah, Joseph, Tracy and Elaine are in Group 1. They all read Card 1 independently, discuss, make corrections independently, compare their edits, and coach. Then, Sarah goes to be the tutor for Group 2, telling them what her group learned while Sarah was away. Tamela, from Group 4, visits Joseph, Tracy and Elaine to tell them about Card 4. Sarah returns to the group. All four make the edits based off what Tamela told them after they fill Sarah in on the new information. Now, Joseph will visit Group 3 to start the process again. This continues until all groups have heard all four notes.

Show Slide 5, which has the correct answer and have groups compare the right answer to their corrections. If it is incorrect, have students discuss where and why they were incorrect and resolve where communication broke down.

Slide 6 recaps everything the students should have learned in the lesson.

EXIT TICKET/CLOSING ACTIVITY: Have all students create three examples of each type of spelling error.

Day 2

WARM UP ACTIVITY: Have students compare and correct the spelling errors they made on Day 1 as a group.

PRACTICE ACTIVITY: Each group member should get one copy of the "Copy Editing for Spelling" worksheet. Students should take turns, one at a time, making one edit to the story for attributions and/or quote formatting using copy editing marks, then pass it on to the next group member.

Once they have finished, have them stand up to show they are complete. Then, have groups edit the story using the SCAN-UP method and the AP Stylebook. They should continue until the group is satisfied the story is completely edited. This should take approximately 30-40 minutes. The "Copy Editing for Spelling Key" has the corrected story.

NOTE: Teach students how to coach and correct their peers if they see something was done incorrectly. Teachers should also coach students how to encourage and give hints, not answers, to their peers if they become stuck or lack anything to edit.

EXIT TICKET/CLOSING ACTIVITY: Show students Slide 7 and have them submit in the manner appropriate for the teacher to be graded. Slide 8 has the corrected sample story.

References

Froke, P., & Bajak, F. (2020). *The Associated Press Stylebook*. Basic Books.

Strunk, W., & White, E. (2000). *The Elements of Style*. Allyn & Bacon.

Using the Wrong Letter: Sownds ryght tu mi

SPELLING

Writing Like We Talk

People that struggle with spelling tend to type words the way they sound. There are words that sound the same (called homophones) and even letters that sound the same depending on the word — c and s, i and e, e and a, and so on.

When looking for spelling errors look for words that might have that issue.

At First

Use a dictionary or AP Stylebook for every word you are not sure of the spelling. You should never guess at a spelling.

Vowels

Examples of words using the wrong vowel:

- definately instead of definitely
- dependant instead of dependent
- privelege instead of privilege
- ridiculous instead of ridiculous
- seperate instead of separate

Consonants

Examples of words with the wrong consonant (non-vowel):

- concensus instead of consensus
- supercede instead of supersede

Fix It!

The trayn left the stashon on
the way to cee the diffrent
countrycide. The passingers all felt
the car shaik around bifore they
screemed for their mommys.

Transposing Letters: Deosn't qiute raed corretcly

SPELLING

Transposing

This means to flip the order of letters.

Double Vowels

If there are two different vowels side by side, look it up to see if it is correct or transposed.

Examples of this:

- guage instead of gauge
- neice instead of niece
- wierd instead of weird
- recieve instead of receive

Other Words

Typing quickly easily leads to transposing letters, especially on really small, large and complicated words and names, as well as at the end or middle of words:

- teh instead of the
- wllel instead of well
- neighbrohood instead of neighborhood
- wheelbarwo instead of wheelbarrow
- Stephen instead of Stephen
- numbres instead of numbers

Fix It!

The trian left the statoin on the wya
to see the differnet countryisde. The
passengres all felt the car and their
brians shkae aruond before they
screamed for their mommeis.

Extra & Missing Letters: A litle typoo neever hrt

SPELLING

Repeating Consonants

Sometimes people accidentally add extra consonants (non-vowel letters), or add them because they believe they should be in the word.

- innoculate (extra n)
- harrass (extra r)
- occassion (extra s)

Extra Vowels & Ends

This error usually comes with the way the word is pronounced.

- mischievious instead of mischievous
- judgement instead of judgment
- publicbly instead of publicly
- too instead of to
- choose stead of chose

Silent & Missing Letters

Then there are words that have missing letters by accident or because they are silent and the writer doesn't know.

- cooly/wooly instead of coolly/woolly
- now/new instead of know/knew
- rythm instead of rhythm

Fix It!

The mane was embarrassed of failuure.

Confusion with Similar Words: Eye sea et write their!

SPELLING

Homophones

These are words that sound the same as other words. Computerized spell checks will not catch these mistakes! You have to know the differences. When the words sound alike, we easily make mistakes.

For example, baloney is foolish talk. Bologna is a region of Spain and bologna is the deli meat. They all sound the same.

Commonly Confused

- too: In addition
- to: Indicate action or direction
- there: Location
- their: Possession
- they're: They are
- accept: to agree or receive
- except: not including
- your: you possess it
- you're: you are

Fix It!

The women aloud the seamstress
to altar her dress. Butt the cut she
maid was bazaar, causing the
woman to loose her mind at the
cite of the grizzly seen.

Use your knowledge of spelling, time elements, attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections. Each paragraph has FOUR errors.

Librarian bans food, drink from library during lunches

Due to the recent number of spills, stains and other damgaes to school property, food and drinks will no longer be aloud in the library during lunches starting Mon. Librarian Paige Turner said students were not treating the area with respect, causing custodians to have to work until 12 a.m. or later.

"You have to draw a line somewhere," Turner said. "The damage to the books was getting out of hand. Sum got spaghetti sauce in books and others spilled soda on the carpet; we had to get it all pooled up because of the mold."

In sum, Turner said teh cost of damages alredy exceeded \$4,000, which will have to come from the school's general fund. However, that muuch money may mean fewer field trips and other school-funded proejects.

Hopefully this is a wake-up call for the student body," said Principal Terry O'Carry. "If we can't treat the building with respect, we half to put the hammer down. The repairs have to come from somewhere"

Studnets like sophomore Mary Martin used the library at lunch and our sad that they can't go any longer. She said their should have been a ban on indivdual students instead.

"I get why they shut it down, but it went to far," Martin says. "They easily could have kicked out just those kids that where causing issues. The rest of us were just trying to find a nice place to eat with freinds."

Senior Ryan Naur said he was won of the students who damgaed property, but said administrators are making a bigger deal out of the damage than they shood.

"I actualy did the responsible thing by showing the librarian where I dropped a little milk on my book," Naur said. "It wasn't like they had to throw the hole book away though. We whipped it up and it was all good to go."

Turner hopes by sprign break, the library wil be back open during lunches from 11:30 AM-1:30 PM.

"There's nuthing wrong with being comfortable and hanging out in the libarry," Turner said. "That's what I want the library to bee. I just want there to be a library for students to hang out in nad not let it be treated like a giant trash can."

Copy Editing for Spelling Key

AP STYLEBOOK UNIT

Use your knowledge of spelling, time elements, attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections. Each paragraph has FOUR errors.

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Due to the recent number of spills, stains and other **damages** to school property, food and drinks will no longer be **allowed** in the library during lunches starting **Monday**. Librarian Paige Turner said students were not treating the area with respect, causing custodians to have to work until **midnight** or later.

“You have to draw a line somewhere,” Turner said. “The damage to the books was getting out of hand. **Some** got **spaghetti** sauce in books and others spilled soda on the carpet; we had to get it all **pulled** up because of the mold.”

In sum, Turner said **the** cost of damages **already** exceeded \$4,000, which will have to come from the school’s general fund. However, that **much** money may mean fewer field trips and other school-funded **projects**.

“Hopefully this is a wake-up call for the student body,” Principal Terry O’Carry **said**. “If we can’t treat the building with respect, we **have** to put the hammer down. The repairs have to come from somewhere.”

Students like sophomore Mary Martin used the library at lunch and **are** sad that they can’t go any longer. She said **there** should have been a ban on **individual** students instead.

“I get why they shut it down, but it went **too** far,” Martin **said**. “They easily could have kicked out just those kids that **were** causing issues. The rest of us were just trying to find a nice place to eat with **friends**.”

Senior Ryan Naur said he was **one** of the students who **damaged** property, but said administrators are making a **bigger** deal out of the damage than they **should**.

“I **actually** did the responsible thing by showing the librarian where I **dropped** a little milk on my book,” Naur said. “It wasn’t like they had to throw the **whole** book away though. We **wiped** it up and it was all good to go.”

Turner hopes by **spring** break, the library **will** be back open during lunches from 11:30 **a.m. to** 1:30 **p.m.**

“There’s **nothing** wrong with being comfortable and hanging out in the **library**,” Turner said. “That’s what I want the library to **be**. I just want there to be a library for students to hang out in **and** not let it be treated like a giant trash can.”

Example Spelling Worksheet

SPELLING

Learn It, Then Fix It!

Use copy editing marks (p. 519 in the Stylebook) to make corrections as you learn new corrections. After learning all four of the common spelling errors, write it correctly in the space provided below.

The vetrinary medisine clas will oppen a knew daycare for doges starting Wednseday. Awl faculty adn staff members wheel be able too drop of man's best friend in the mourning before scool.

"We our exited too be a part off the school cutlure," the class's teahcer Jennifer Miter siad. "They took thyme too guage the interest level facuulty had and we definately saw a knead."

Group Version

Write your final version of the sentence and quote paragraphs below.

Rationale

Capitalization is a victim of text messaging. Over time, we sort of forgot what should and shouldn't be capitalized. It is more than just "capitalize what the important words are" because society forgot what is and is not important grammatically.

CLASS GOAL: We will learn the proper times to capitalize words.

INDIVIDUAL GOAL: I will copy edit work using my knowledge of capitalization in the AP Stylebook.

Goals for Understanding

Students will demonstrate when and how to capitalize including

- Beginnings of sentences
- Proper nouns
- Derivatives
- Formal titles before a name

Overview & Timeline

This lesson is designed to be completed in one, 45-minute class period with students split into groups of four.

Lesson includes

- Warm up activity/preactivity assessment
- Direct instruction
- Cooperative learning activity
- Closing/post-activity assessment

Materials Needed

- "Capitalization Instructional Cards" printed and cut for each group
- "Capitalization Quiz Cards", printed front and back & cut out
- "Copy Editing for Capitalization" and key for each student
- Class set of AP Stylebooks, physical or web-based. This lesson was designed using the 2020-2022 Associated Press Stylebook.

Day 1

WARM UP ACTIVITY: Show Slides 2 & 3 of the slideshow and have students individually complete the activity with a 2-minute time limit. Then, direct students to go around their group explaining and justifying each of their results using the round-robin method for 20 seconds per student. Use a timer application or website to show the students how much time is left. Audibly signal when it is time to switch group members and ensure everyone is talking. Slide 4 has the correct version the teacher can use to preview the lesson.

INSTRUCTIONAL ACTIVITY: Have group members each pull out one of the four cards explaining how and when to reference time. They should read silently for 1-2 minutes and individually complete the activity at the end of each card. Then, they should talk in a round-robin format — each student explaining (not reading) their card's instructions to the other students, as well as the example they found. Each student should have 1-2 minutes to do this. The other students can take notes or just remember the information in the card.

After students read the four tip cards, pass out the "Capitalization Quiz Cards" — one to each student. They will engage in a mix-pair-share activity: Students will mix around the room (make them actually mix) and pair up with someone. The pair should ask each other the question on their card and answer. If they got it wrong, the other student should coach them to the right answer, not tell them the right answer right away. Talk with students about how to help one another if they see a student struggling. Then, have them mix-pair-share again with someone they have not already paired with. They should do this for about 5-10 minutes or until the class has roughly cycled through everyone. Students then return to their seats.

Hand out the "Copy Editing for Capitalization" worksheet. Students should take turns, one at a time, making one edit to the story for attributions and/or quote formatting using copy editing marks, then pass it on to the next group member until it is completely edited.

Slide 5 has a recap of the lesson concepts.

Once they have finished, have them edit the story using the SCAN-UP method and the AP Stylebook. They should continue until the group is satisfied the story is completely edited. This should take approximately 15-20 minutes. The "Copy Editing for Capitalization Key" contains the corrected story with errors highlighted.

EXIT TICKET/CLOSING ACTIVITY: Have them do the activity on Slide 6.

References

- Froke, P., & Bajak, F. (2020). *The Associated Press Stylebook*. Basic Books.
- Strunk, W., & White, E. (2000). *The Elements of Style*. Allyn & Bacon.

Copy Editing for Capitalization

AP STYLEBOOK UNIT

Use your knowledge of capitalization, spelling, time elements, attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections. There are FOUR errors per paragraph including at least one capitalization error.

Hurricane floods school; shuts classes down

Cityville high school students will be out of school until Wednesday, Sept. 25 after hurricane Frank caused a torrent of rain to flood the school Thursday. About three dozen employees and students were trapped in the building for several hours with only emergency power until being evacuated at 1:29 pm.

"we shouldn't have been here," Sophomore James Smith says. "The district made a bad call canceling school so late in the morning. Everyone out here new going to school was a bad idea, why didn't they?"

The call was maid by superintendent Kurt Knoll about 20 minutes before school started. He said the data the district got showed the storm was knot as bad as it was because the storm ended up turning West at the last minute.

"If we knew it was as bad as it actually was, there's know way we would have let children go to School," Knoll said. "Our priority as a district is safety first, even before education. We're sorry for what happend, but we made the call as soon as we realized the danger of the situation"

The District will be hiring a contrcting firm to repair teh 1100, 1200 and 1500 hallways that flooded during the storm. Estimates to have the building repaired show it fully operational again by march of next year or earlier.

Associate Principal of operations Nancy Kahn said, "The plan is to get classes back in their rooms as soon as we can. Right now, Cosmetology doesn't even have access to electricity and she has to teach still. We know this whole situation is a pain in the but."

There are other probelms that have come from the hurricane's sudden appearance. Some students like Senior Barbara klein said they have found mold growing from there desks and ceilings in random spots around the school.

"I don't blame the campus for something that mother nature did," she stated. "However, it definately is gross. The air will be dangerous and it could lead to the school shutting down if they don't get it to gether."

As of pres time, there were no indications that the District planss to shut down the campus, but is planning on performing a deep cleen over the upcoming holiday.

Copy Editing for Capitalization Key

AP STYLEBOOK UNIT

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"We shouldn't have been here," **sophomore** James Smith **said**. "The district made a bad call canceling school so late in the morning. Everyone out here **knew** going to school was a bad idea, why didn't they?"

The call was **made** by **Superintendent** Dr. Kurt Knoll about 20 minutes before school started. He said the data the district got showed the storm was **not** as bad as it was because the storm ended up turning **west** at the last minute.

"If we knew it was as bad as it actually was, there's **no** way we would have let children go to **school**," Knoll said. "Our priority as a district is safety first, even before education. We're sorry for what **happened**, but we made the call as soon as we realized the danger of the situation."

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"I don't blame the campus for something that **Mother Nature** did," she **said**. "However, it **definitely** is gross. The air will be dangerous and it could lead to the school shutting down if they don't get it **together**."

As of **press** time, there were no indications that the **district plans** to shut down the campus, but is planning on performing a deep **clean** over the upcoming holiday.

Beginnings of Sentences

CAPITALIZATION

Start It Off Right

As a result of text messaging, capitalization has become something that we need to consciously think about.

The first letter of EVERY sentence gets capitalized. Every. Single. Time. If you see a period at the end of a sentence, the next letter after that gets capitalized.

This also goes for quotes. Just because there is a quotation mark doesn't mean the first letter doesn't get capitalized.

Capital letters are partly a signal to readers that a new idea has begun.

Model

There are many people that deserve the award, but none more than junior Abigale Razer. She saved the lives of two dozen firefighters.

"I'm just as surprised as y'all that I saved them," she said. "I was honestly just in the right place at the right time."

Fix It!

police chief Derek Webber said there was one fatality, But the rest were lucky to be alive.

"this crash site is a mess," He said. "it's a wonder anyone walked away from this alive."

Proper Nouns & Names

CAPITALIZATION

Proper Nouns

Always capitalize. Proper nouns are poorly described as "the important words." They are the official name of something: people, animals, businesses, organizations, etc.

Look in the AP Stylebook for every noun (at first) to see if it is a proper noun. Brand names can be especially tricky!

Informal Nouns

If it just describes the noun, lowercase it.

Model

The two baseball players enjoyed their time at the **World Series** including playing **Ping-Pong** with two **Astros** players.

"I even got them to sign my bat," sophomore **Ricky Rickerson** said. "They really know how to treat their audience in **Houston**."

Fix It!

The Senior left early for his job at sonic where he worked late. Eventually, he went home to do his Government homework on the Environmental Protection agency.

Derivatives

CAPITALIZATION

What Are They?

Some words we use are related to a proper noun. They derive (come from) the other word, making them a derivative

EXAMPLES: English class, Hispanic man, Latina woman, Franciscan friar

Except

Some became so commonly used that the derivative got dropped. Check the Stylebook or dictionary for these.

EXAMPLES: french fry, manila envelope, vulcanize, bohemian lifestyle

Model

The debate team members generally feel they excel in classes like **English**, government and economics, but struggle in courses like physics, math, and foreign languages like **German**, **Chinese** and **Spanish**.

NOTE: debate team, government, economics, physics, math, foreign languages all get lowercased because they are not proper nouns nor derivatives.

Fix It!

While Amy Juarez's favorite class is Psychology, she has a special place in her heart for spanish. "I'm a proud Latina," She said. "Knowing your roots are important and mine stretch back to spain."

Only Formal Titles Only Before a Name

CAPITALIZATION

Formal vs. Informal

Formal title is "one that denotes a scope of authority, professional activity or academic activity" (p. 298): *Sen. Catherine Cortez*, *Dr. Benjamin Spock*, *retired Principal Colin Morukawa*

Informal titles simply just describe the person's occupation or classification: *junior Sally Smith*, *teacher Janice Lovely*, *janitor Billy Higgins*, *astronaut Lizbeth Pas*

Model

The group started with **Principal** Peggy Houser, who later resigned before math **teacher** Barry Stiles took over.

"Both were great, but we just love Stiles," **senior** Reka Ovat said.

Fix It!

When Veterinarian Jeff Yarborough told Freshman Ethan Stock that his dog was healed, Coach Dan Jamm saw a smile return to Stock's face.

Card 1

Answer

Capitalize "the"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 2

Answer

Capitalize "next"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 3

Answer

Capitalize "the"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 4

Answer

Capitalize "brown"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 5

Answer

Capitalize "ford" but not truck

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 6

Answer

Capitalize "apple's"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 7

Answer

Lowercase: football, homecoming and game

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 8

Answer

Lowercase "members"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 9

Answer

Lowercase "police officers"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 10

Answer

Lowercase "church"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 11

Answer

Capitalize "latin american"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 12

Answer

Capitalize "mark rony"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 13

Answer

Capitalize "US" but not "history teacher"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 14

Answer

Capitalize "mayor"

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 15

Answer

Lowercase culinary arts

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 3

Question

the basketball game tournament is scheduled to last from 7 a.m. to 8 p.m. next Thursday.

Card 2

Question

next week, Carl Havlock and his friends will leave for the trip at 7 in the morning.

Card 1

Question

the band will practice in November starting at 3 p.m. every Wednesday.

Card 6

Question

He said the delivery of apple's iPads would arrive by 8 p.m. at the latest.

Card 5

Question

The time struck 8 o'clock when the first light of Friday morning struck his ford truck in the driveway.

Card 4

Question

Stephanie brown showed up to practice about noon on Tuesday and did not see anyone.

Card 9

Question

Cityville Police Officers said the burglar broke in Monday about 11 p.m. while the family was asleep.

Card 8

Question

Jessica Smith said for all FFA Members to show up on Tuesday, March 10 for a meeting.

Card 7

Question

The Football team is scheduled to kickoff the Homecoming Game at 7 p.m. on Friday, Sept. 22.

Card 12

Question

It was not until July that mark rony realized he left his backpack at school since May.

Card 11

Question

The fact that the mural honoring latin american leaders was put up before April was amazing to him.

Card 10

Question

When the Church opened its doors on Sunday, Nov. 14, all the members cried tears of joy.

Card 15

Question

Earlier this year, the Culinary Arts class served breakfast to military veterans on Wednesday, March 12.

Card 14

Question

The last time the city hosted its music festival was in the late 1980s, according to mayor Lee Durr.

Card 13

Question

The Civil War was the bloodiest war of the 19th century, us history teacher Lerna Lott said.

Rationale

Some words are long...very long. Other times, long-ish words get used often in a story. The AP Stylebook allows some of these words be abbreviated to help save space while still being clear.

CLASS GOAL: We will learn how and when to use abbreviations.

INDIVIDUAL GOAL: I will copy edit publication copy for proper abbreviations.

Goals for Understanding

Students will understand & demonstrate abbreviations for

- Acronyms
- Political, military & courtesy titles
- Addresses & No.
- Avoiding alphabet soup

Overview & Timeline

This lesson is designed to be completed in one, 45-minute class period with students split into groups of four.

Lesson includes

- Warm up activity/preactivity assessment
- Direct instruction
- Cooperative learning activity
- Closing/post-activity assessment

Materials Needed

- "Abbreviation Pair Check Practice" & Key worksheets for each student
- "Copy Editing for Abbreviations" worksheet printed for all students (and key if you prefer)
- Class set of AP Stylebooks, physical or web-based. This lesson was designed using the 2020-2022 Associated Press Stylebook.

Day 1

WARM UP ACTIVITY: Show Slides 2 & 3 of the slideshow and have students individually complete the activity with a 2-minute time limit. Then, direct students to go around their group explaining and justifying each of their results using the round-robin method for 20 seconds per student. Use a timer application or website to show the students how much time is left. Audibly signal when it is time to switch group members and ensure everyone is talking. Slide 4 has the correct version the teacher can use to preview the lesson.

INSTRUCTIONAL ACTIVITY: All group members should grab one of the "Abbreviation Instructional Cards" and read independently for 1-2 minutes. They should then go in a round-robin explaining their card and walking the group members through the examples they had to fix until everyone agrees and understands. This should take 1-3 minutes depending on how correct the student was to begin with.

Hand all students the "Abbreviation Pair Check Practice" sheet, which contains 10 questions. The group should be randomly split into two partnerships. Partner A will complete a question on the sheet followed by Partner B doing the same. Both then check each other's work. After these two questions, they should trade papers with the other set of partners and check their work, which are the same questions. The group and pairs should continue doing this until all 10 questions are answered and the group feels confident they are correct. The "Abbreviation Pair Check Practice Key" has the right answers.

EXAMPLE: Sarah, Joseph, Tracy and Elaine are in Group 1. Sarah and Elaine are paired together. Sarah completes problem No. 1 and shows Elaine who checks it. Then the roles switch for No. 2. After No. 2, they trade with Joseph and Tracy and all four critique the answers, coaching if they are wrong. The pairs move on to Nos. 3 and 4 to repeat the process until the paper is complete.

Use Slide 5 to recap the information students should have learned.

EXIT TICKET/CLOSING ACTIVITY: Have all students complete the "Copy Editing for Abbreviation Worksheet" individually. This may also be used as a warm-up or activity for the following day.

References

Froke, P., & Bajak, F. (2020). *The Associated Press Stylebook*. Basic Books.

Strunk, W., & White, E. (2000). *The Elements of Style*. Allyn & Bacon.

Acronyms

ABBREVIATIONS

Acronyms

These are letters that stand in place of a longer name like U.S. for United States. Most organizations must be spelled out completely the first time, then an acronym. Some acronyms are acceptable or required on first reference.

Check AP Stylebook every time for the punctuation and acceptability of acronym use: FBI, but Consumer Financial Protection Bureau (CFPB after).

Model

Scientists at **NASA** have to submit their needs to the **Congressional Budget Office** annually. Then, the **CBO** creates a budget.

Fix It!

The man first got acquired immune deficiency syndrome before it turned into the human immunodeficiency virus, according to the CDC.

Political, Military & Courtesy Titles

ABBREVIATIONS

Abbreviated Titles

POLITICAL TITLES: These are abbreviated and capitalized BEFORE a name only.

- **GOVERNOR:** Gov.
- **LIEUTENANT GOVERNOR:** Lt. Gov.
- **REPRESENTATIVE:** Rep.
- **SENATOR:** Sen.

Gov. Rachel Uso and Lt. Gov. Martha Mae shook hands with opponents Rep. Kim Garry and Sen. Marco Revuelta.

MILITARY/POLICE TITLES: They are always capitalized and abbreviated before a name only. See "Military Titles" in the AP Stylebook for the complete listing.

COURTESY TITLES: Avoid using Mr., Mrs., or Ms. If your publication uses them, capitalize and place a period after.

Doctor is Dr. before a name for medical doctors. Some schools do for academic titles like those with a Ph.D. or Ed.D.

Dr Pepper has no period in its brand.

Fix It!

When Army colonel Gerry Atric announced his run for office, U.S. representative Kerry Tin announced her bid as well.

Addresses & Other Abbreviations

ABBREVIATIONS

Addresses

When using a full address — not when referencing the street name alone — ONLY these get abbreviated:

- **AVENUE:** Ave.
- **BOULEVARD:** Blvd.
- **STREET:** St.

EXAMPLES

- 1600 Pennsylvania Ave.
- 12 Brown Road
- Main Street
- Broken Dreams Boulevard
- 854 Main St.
- 90 Broken Dreams Blvd.

Ranks

Use No. # when describing a rank.

EXAMPLE: *The team was ranked No. 1 in the nation heading into playoffs.*

Model

The **No. 1** party was going to be on **Park Street** but moved to **17 Windy Road**. The other party is at **20 Prime Blvd.**

Fix It!

Police responded to Maple St. early Saturday morning while firefighters arrived at 16 Maple Street by mistake. The fire raged down New York ave. until reaching its final stop at 3248 Hoppity Street in downtown Cityville.

Avoid Alphabet Soup

ABBREVIATIONS

Isn't It Delicious?

Alphabet soup is, in this case, not the tomato broth with pasta letters; it is paragraphs littered with acronyms and abbreviations most readers won't understand or would be confused by. Some acronyms are OK, just not many.

EXAMPLE: *After President David Smitty said the CDC, WHO and NIH all submitted budget recaps to the CBO, OAG, DEA and FBI officials scanned the documents for PAC activity. DNC and RNC officials signed off on NDAs to prevent leaks.*

Model (Fixed)

After President David Smitty said the **major health organizations** submitted budget recaps to **Congress, federal legal agencies** looked through the documents for **political donations. Republican and Democratic Party** leaders agreed **not to discuss** anything to prevent leaks.

NOTE: All the letters were rewritten to be more reader friendly and direct.

Fix It!

In a joint press conference with the DEA, FBI and CIA officials announced they arrested Big Company CEO Jane Johnson for withholding COVID-19 vaccines to NATO and EU allies, which is a violation of the UN treaty.

Abbreviation Pair Check Practice

AP STYLEBOOK UNIT

Learn It, Then Fix It!

Use copy editing marks (p. 519 in the Stylebook) to make corrections to each sentence. Each has one abbreviation error.

Problem 1

NRA is headquartered in Fairfax, Virginia, not far from the National Security Agency's own headquarters.

Problem 2

The United Nations Educational Scientific and Cultural Organization director spoke to the U.N. General Assembly on Thursday before his trip.

Problem 3

When the Cityville Police Department promoted Capt. Richard Kingsley, his wife — Sergeant Kelley Kingsley — was on hand to pin the award herself.

Problem 4

Superintendent Larry Falso proudly named his deputy administrator as Doctor Patty Oswald.

Problem 5

The worst thing Mr Kenny Lisbony ever did was care too much, according to Ms. Lacey Miller.

Problem 6

The new high school campus will be located two blocks down from Knowledge Street at 123 ABC Dr.

Problem 7

Those wanting to attend the swearing-in ceremony will have to park on Power Blvd. then walk to 13 Congress Ave. to watch the events unfold.

Problem 8

Junior Alberto Gonzalez is now the number one tennis player in the state after winning the state title.

Problem 9

U.S. ambassadors to the U.N. will speak with UNICEF directors about providing IOUs to the IRS to pay for food voucher programs to NATO member countries struggling with famine.

Problem 10

Lonnie Risinger — a CHS dropout — got his GED diploma through CNA testing company before getting his BA in acting from NYU, MS in accounting from BYU and an MFA from GWU.

Abbreviation Pair Check Practice Key

AP STYLEBOOK UNIT

Learn It, Then Fix It!

Use copy editing marks (p. 519 in the Stylebook) to make corrections to each sentence. Each has one abbreviation error.

Problem 1

National Rifle Association is headquartered in Fairfax, Virginia, not far from the National Security Agency's own headquarters.

Problem 2

The **UNESCO** director spoke to the U.N. General Assembly on Thursday before his trip.

Problem 3

When the Cityville Police Department promoted Capt. Richard Kingsley, his wife — **Sgt.** Kelley Kingsley — was on hand to pin the award herself.

Problem 4

Superintendent Larry Falso proudly named his deputy administrator as **Dr.** Patty Oswald.

Problem 5

The worst thing Mr. Kenny Lisbony ever did was care too much, according to Ms. Lacey Miller.

Problem 6

The new high school campus will be located two blocks down from Knowledge Street at 123 ABC **Drive**.

Problem 7

Those wanting to attend the swearing-in ceremony will have to park on Power **Boulevard**, then walk to 13 Congress Ave. to watch the events unfold.

Problem 8

Junior Alberto Gonzalez is now the **No. 1** tennis player in the state after winning the state title.

Problem 9

REWRITTEN FOR THREE FEWER ACRONYMS: **United States** ambassadors to the **United Nations** will speak with UNICEF directors about providing **loans** to the IRS to pay for food voucher programs to NATO member countries struggling with famine. (Any version of reducing alphabet soup is acceptable.)

Problem 10

REWRITTEN FOR FOUR FEWER ACRONYMS: Lonnie Risinger — a **high-school** dropout — got his GED diploma through **a** testing company before getting his BA in acting from **New York University**, MS in accounting from **Brigham Young University** and an MFA from **George Washington University**. (Any version of reducing alphabet soup is acceptable.)

Use your knowledge of abbreviations, capitalization, spelling, time elements, attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections. There are FOUR errors per paragraph including at least one abbreviation error.

Journalism class revolts against teacher over AP Stylebook lessons

The beginning journalism students at Cityville Highschool have had enough of grammer and Associated Press Stylebook lessons. During class Thurs. at 9:16 am, 19 students all began throwing their AP Stylebooks at teacher Penelope Panic after a lesson on abbreviations — the sixth lesson in a row on writing.

"I signed up for this class because I thought all we would be learning about is photography", freshman Ima Brat said. "Because she dared to teach us how to right, I threw a book at her. I didn't expect anyone else to do it until they were all flying and an asst. principle came in."

Panic, in her 16th year as the advisor, won Journalism Teacher of the Year from the JEA last year. She stated learning how to write and do it well consistently will make the students' lives easier in teh long run.

Panic said: "It doesn't matter if you talk to a photographer, vidoegrapher, designer, reporter or even advertising executive, the message is all the same: Writing is the number one skill. Trust me, I understand that learning to write isn't always the most fun or flashy. That does not, however, give them the excuse to toss around books at 9 oclock."

Students reportedly tied Panic up and hung her trademark cardigan from a broom stick and waived it around like a victory flag. all students were involved except for Junior Jorge Juarez, who was at the Dr.

"I got back to school and heard loud noises," He said "I sneaked through the back door to the class and it was sheer choas. I tried my best to help, but they smacked me with the cardigan as well and shoved me out the door, which is when Lieutenant (Dan) Hickey ran in."

Principal Doctor Jeff Sticks is asking four anyone with informaiton about the attack to notify there grade principal.

"If chs students think it is funy to throw a book at a teacher, we can throw the book right back at them," Sticks says, speaking metaphorically. "Between you and me, It was kind of funny. Don't write that down. No, really, don't."

students and others who may have information can call or text 555-555-5555, mail letters anonymously to 7355 Dodo Avenue or contact Cityville police department in person at its Coffee Blvd. bureau.

Copy Editing for Abbreviations Key

AP STYLEBOOK UNIT

Use your knowledge of abbreviations, capitalization, spelling, time elements, attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections. There are FOUR errors per paragraph including at least one abbreviation error.

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“It doesn’t matter if you talk to a photographer, **videographer**, designer, reporter or even advertising executive, the message is all the same: Writing is the **No. 1** skill,” **Panic said**. “Trust me, I understand that learning to write isn’t always the most fun or flashy. That does not, however, give them the excuse to toss around books at **9 o’clock**.”

Students reportedly tied Panic up and hung her trademark cardigan from a **broomstick** and waived it around like a victory flag. **All** students were involved except for **junior** Jorge Juarez, who was at the **doctor**.

“I got back to school and heard loud noises,” **he** said. “I sneaked through the back door to the class and it was sheer **chaos**. I tried my best to help, but they smacked me with the cardigan as well and shoved me out the door, which is when **Lt.** (Dan) Hickey ran in.”

Principal **Dr.** Jeff Sticks is asking **for** anyone with **information** about the attack to notify **their** grade principal.

“If **CHS** students think it is **funny** to throw a book at a teacher, we can throw the book right back at them,” Sticks **said**, speaking metaphorically. “Between you and me, **it** was kind of funny. Don’t write that down. No, really, don’t.”

Students and others who may have information can call or text 555-555-5555, mail letters anonymously to 7355 Dodo **Ave.** or contact Cityville **Police Department** in person at its Coffee **Boulevard** bureau.

Rationale

The AP Stylebook has a happy little rule about how and when to spell out numbers and when to use numerals. Then there are about a thousand exceptions. We need to know the most important ones to edit and write quickly without relying on the book.

CLASS GOAL: We will learn when to spell out numbers and when to use numerals.

INDIVIDUAL GOAL: I will edit copy based off my knowledge of rules regarding numbers & other AP Style rules.

Goals for Understanding

Students will understand & demonstrate

- Spell out 0-9 in most cases
- Use numerals 10+ in most cases
- Use numerals always for: addresses, ages, dollars and cents, measurements, millions and billions, temperature, and percentages
- Spell out always: At the beginning of sentences, fractions less than one, casual mentions

Overview & Timeline

This lesson is designed to be completed in one, 45-minute class periods with students split into groups of four.

Lesson includes

- Warm up activity/preactivity assessment
- Direct instruction
- Cooperative learning activity
- Closing/post-activity assessment

Materials Needed

- "Numbers Instructional Sheets", cut for each group
- "Numbers Quiz Cards" printed front and back, then cut
- "Copy Editing for Numbers" for every student & Key at teacher preference
- Class set of AP Stylebooks, physical or web-based. This lesson was designed using the 2020-2022 Associated Press Stylebook.

Day 1

WARM UP ACTIVITY: Show Slides 2 & 3 of the slideshow and have students individually complete the activity with a 2-minute time limit. Then, direct students to go around their group explaining and justifying each of their results using the round-robin method for 20 seconds per student. Use a timer application or website to show the students how much time is left. Audibly signal when it is time to switch group members and ensure everyone is talking. Slide 4 has the correct version the teacher can use to preview the lesson.

INSTRUCTIONAL ACTIVITY: Have group members each pull out one of the four cards explaining how and when to reference time. They should read silently for 1-2 minutes and individually complete the activity at the end of each card. Then, they should talk in a round-robin format — each student explaining (not reading) their card's instructions to the other students, as well as the example they found. Each student should have 1-2 minutes to do this. The other students can take notes or just remember the information in the card.

After students read the four tip cards, pass out the "Numbers Quiz Cards" — one to each student. They will engage in a mix-pair-share activity: Students will mix around the room (make them actually mix) and pair up with someone. The pair should ask each other the question on their card and answer. If they got it wrong, the other student should coach them to the right answer, not tell them the right answer right away. Talk with students about how to help one another if they see a student struggling. Then, have them mix-pair-share again with someone they have not already paired with. They should do this for about 5-10 minutes or until the class has roughly cycled through everyone. Students then return to their seats. This assignment can also be done with the stand-up, hand-up, pair-up method.

Hand out the "Copy Editing for Numbers" worksheet. Students should take turns, one at a time, making one edit to the story for just for numbers using copy editing marks, then pass it on to the next group member until it is completely edited.

Once they have finished, have them edit the story using the SCAN-UP method and the AP Stylebook. They should continue until the group is satisfied the story is completely edited. This should take approximately 15-20 minutes.

Show Slide 5 to recap the instruction.

EXIT TICKET/CLOSING ACTIVITY: Have them do the activity on Slide 6.

References

- Froke, P., & Bajak, F. (2020). *The Associated Press Stylebook*. Basic Books.
- Strunk, W., & White, E. (2000). *The Elements of Style*. Allyn & Bacon.

Rule of Thumb: Spell These Out

NUMBERS

0-9

In general, when you use a number from 0-9, you should spell it out. This includes 1st, 2nd, 3rd, and so on. Typically, this is just when you are describing a quantity of some item.

- *The girl had four cats.*
- *The dog ate a third turtles.*
- *Peggy hit Jon Boy nine times.*

Model

Everyone was excited to see the

first performance of the play.

The **three** lead actresses all

said the **second** act is the best.

Fix It!

Mary had 3 little lambs whose fleece was white as snow. They followed her everywhere she went — including 2 stores downtown — and people looked like she had grown a 3rd head.

Rule of Thumb: Use Numerals for These

NUMBERS

10 and above

In general, when you use a number from 10 or larger, you should use the numeral. This includes 10th, 33rd, 145th and so on. Typically, this is just when you are describing a quantity of some item.

- *The girl had 34 cats.*
- *The dog ate 19 turtles.*
- *Peggy hit Jon Boy 198 times.*

Model

Everyone was excited to see the

13th performance of the play.

The **11** lead actresses all said the

10th was the best yet.

Fix It!

When thirty-two chickens crossed the road to get to the other side, it caused a fourteen car pile up that lasted for ninety-seven hours.

Exceptions to Spelling Out 0-9

NUMBERS

Always Numerals For

- **ADDRESSES:** 4 Maple St.
- **AGES:** She was 4 years old.
- **MONEY:** \$5 and 3 cents
(\$ goes before the amount.)
- **MEASUREMENTS:** 6-yard line, 5 feet tall, 7 pounds, 4 inches away
- **MILLIONS & BILLIONS:** 9 million, 1 billion, 3 trillion
- **TEMPERATURE:** 16 degrees Fahrenheit, minus 6 degrees Celsius
- **PERCENTAGES:** 4%
(Use % instead of "percent")
- **FRACTIONS LARGER THAN ONE:** 1 ¾, 2 ½, 13 ¼
- **YEARS AT THE BEGINNING OF A SENTENCE:** 2023 is on track to be the best year ever.

Model

The **8**-year-old lives at **6** Bronson St. where he ran a drink stand, charging **5** cents for a cup and **\$1** for bottles, which made him a **8%** profit. Each cup was held at **4** degrees Celsius and weighed **8** ounces. He sold **1** million cups by his **9th** birthday. **2018** ended up being **1 ½** times better than 2017.

Fix It!

The quarterback — in his 1st year in the role — passed the ball only eight yards before it was intercepted, which decreased his pass rate by one percent. The opposing player ran before being taken down at the seven-yard line before two million fans on live TV. Fans watched the game for three dollars on pay-per-view. Two-thousand and twenty one marked the first year people could watch the game at home.

Exceptions to Using Numerals for 10 and Up

NUMBERS

Always Spell Out

- **AT THE BEGINNING OF SENTENCES:** *Fourteen police officers turned out for the trial.*
- **AMOUNTS LESS THAN ONE USING HYPHENS:** *The bill failed to get the two-thirds of votes to pass.*
- **CASUAL MENTIONS:** *It feels like this is taking a thousand years. You're just in it for the dollar.*

Model

Thirteen models walked up the stage to after making it **three-fourths** through Miss America.

"If you bet me **a billion dollars** I'd be here, I would have laughed," Miss Texas Carolyn Hat said. "There are **a million** girls out here that want **one-half** of what I get to experience. I'm so grateful."

Fix It!

29 sandwiches was all it took for Betty Belcher to call it quits in the contest. She didn't make it through ½ of the all-you-can-eat challenge before quitting.

"You couldn't get me to do that again for 1 million dollars," she said. "It would take 1,000 people to finish that."

Copy Editing for Numbers

AP STYLEBOOK UNIT

Use your knowledge of numbers, abbreviations, capitalization, spelling, time elements, attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections. There are FOUR errors per paragraph including at least one numbers error.

Students jailed over assault on teacher

19 teenagers are feeling the sting a week after pelting their journalism teacher with books. Dist. attorney Roberto Garcia said the revolt the students lead “must be dealt with to teach the community a lesson.”

“I have 2 children myself,” said Garcia. “They know not ever to behave like that. We have to do everything we can to protect are teachers, especially since good teachers are harder and hardre to find.”

Journalism teacher Penelope Panic admitted herself to the hospital with four-inch cuts across her face and bruises over eight percent of her body, according to the police report. 2022 was the 1st year Panic said she ever had students take tissue with her lessons.

“Most students Love these because I try too be funny when I use examples,” Panic said. “Judgeing by their actions, this group just does not understand dry humor. I had a similar situation twelve years ago. They didn’t revolt though.”

Two-thousand and twenty-one’s Journalism Education Association’s teacher of the year Panic tried to convince the school not to press charges, but the school’s resource officer, Lieutenant Dan Hickey, did it anyway. He filed the report at 8 am the next day.

“these are my teachers and my students as much as anyone else’s,” Hickey barked. “I don’t care who you are, no 1 acts immature and doesn’t end up behind bars on my watch”.

The students are charged with negilgent immaturity and — if convicted — will be sentenced to 15 and one-half years in the state jail system. It is their 1st criminal charge. The crime is considered to heinous for the juvenile-corrections system.

The students’ parents went to social media hoping to find two million donors of 10 dollars each to crowdfund their children’s bonds. They had just forty-six donors after 3 weeks.

“I’m begging anyone and everyone that will listen: Help us,” Freshman Ima Brat said through tears and snot bubbles “These adults have lost their minds; it’s insane. If you have a \$1 to spare, send it to my lawyer’s office at 7 No Chance Avenue in downtown Cityville. Even if it’s \$5 or 5 cents, I’ll take anything.”

Junior Jorge juarez, the only student not to join the fraye, will make up $\frac{3}{4}$ of the prosecution’s case as its sole witness aside form Panic.

“I hop those idiots learn their lesson,” he said. “There going to have to suffer through jail food. I hear they only give you three pounds of food every 2 days.”

Principal Doctor Jeff Sticks did not wish to comment on the “story written by the person who I told 2 times not to write down I thought it was funny kids threw books at their teacher. Oh, for the 3rd time, don’t write that.”

Copy Editing for Numbers Key

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Principal **Dr.** Jeff Sticks did not wish to comment on the “story **written** by the person who I told **two** times not to write down I thought it was funny kids threw books at their teacher. Oh, for the **third** time, don’t write that.”

Card 1

Answer

Nineteen: Spell out at the beginning

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 2

Answer

third: 0-9 spell out

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 3

Answer

seven: 0-9 spell out

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 4

Answer

17: 10+ use numbers

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 5

Answer

a dollar: spell out casual mentions

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 6

Answer

2022: years are always numbers...always

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 7

Answer

4: ages are numerals

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 8

Answer

1: always numerals for addresses

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 9

Answer

one-half: spell out fractions less than one

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 10

Answer

5: use numerals for measurements

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 11

Answer

\$5: use numerals for money

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 12

Answer

2: use numerals for measurements

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 13

Answer

9%: use numerals for percents

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 14

Answer

4: use numerals for degrees

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 15

Answer

3: use numerals for millions & billions

Remember To Coach

If your partner is struggling, help them to find the right answer WITHOUT giving away the right answer at first. Let them struggle some.

Card 3

Question

Mike Mayors ate 7 carrots.

Mike Mayors ate seven carrots.

Card 2

Question

The train stopped its third time.

The train stopped its 3rd time.

Card 1

Question

Nineteen cats lived there.

19 cats lived there.

Card 6

Question

2022 is the best year ever.

Two-thousand, twenty-two is the best year ever.

Card 5

Question

Anyone have a dollar?

Anyone have a \$1?

Card 4

Question

The teacher fell 17 times.

The teacher fell seventeen times.

Card 9

Question

The bill failed to get one-half of the votes it needed to pass.

The bill failed to get $\frac{1}{2}$ votes it needed to pass.

Card 8

Question

Amy found the car at One Happy Ave.

Amy found the car at 1 Happy Ave.

Card 7

Question

The dog is 4 years old.

The dog is four years old.

Card 12

Question

Lassie, a 2-pound cat, slept.

Lassie, a two-pound cat, slept.

Card 11

Question

She paid \$5 for hot coffee.

She paid five dollars for hot coffee.

Card 10

Question

Jerry stopped 5 yards short.

Jerry stopped five yards short.

Card 15

Question

The band has three million fans.

The band has 3 million fans.

Card 14

Question

The temperature fell to 4 degrees.

The temperature fell to four degrees.

Card 13

Question

Her team gained nine percent back.

Her team gained 9% back.

Rationale

Journalism is all about objectivity, concision, accuracy, comprehending language, and engagement. Improper word use can confuse and confound all of these worthwhile goals.

CLASS GOAL: We will learn many important rules for word usage including tense, active voice, subject-verb agreement, perspective, and boring words.

INDIVIDUAL GOAL: I will edit publication copy for word usage & AP Style.

Goals for Understanding

Students will understand & demonstrate

- Tense: Past, present, future
- Active vs. passive voice
- Subject-verb agreement & pronouns
- Boring words
- First- v. third-person voice

Overview & Timeline

This lesson is designed to be completed in two, 45-minute class periods with students split into groups of four, but may be completed in one depending on class length.

Lesson includes

- Warm up activity/preactivity assessment
- Direct instruction
- Cooperative learning activity
- Closing/post-activity assessment

Materials Needed

- "Word Usage Instructional Sheets" cut for each group
- "Example Word Usage Worksheet" for each group
- "Copy Editing for Word Usage" for all students & key at teacher discretion
- Class set of AP Stylebooks, physical or web-based. This lesson was designed using the 2020-2022 Associated Press Stylebook.

Day 1

WARM UP ACTIVITY: Show Slides 2 & 3 of the slideshow and have students individually complete the activity with a 2-minute time limit. Then, direct students to go around their group explaining and justifying each of their results using the round-robin method for 20 seconds per student. Use a timer application or website to show the students how much time is left. Audibly signal when it is time to switch group members and ensure everyone is talking. Slide 4 has the correct version the teacher can use to preview the lesson.

INSTRUCTIONAL ACTIVITY: Each group should have a different stack of the "Word Usage Instructional Sheets" than the others. Every member in the group will have the same card. (i.e. Group 1 will all have Card 1 for every student. Group 2 has Card 2, and so on.) Each group should also have the "Example Word Usage Worksheet".

Have every member of the group read their card silently for 1-2 minutes. Then, have them go in a round-robin format explaining the rule they learned from the card. Then, have the group members independently make the correction to the quote using copy editing marks. After all members silently made their corrections, they should compare their edits to each other and coach those who did not understand the concept.

Once they all have the same edit, the group will choose one member to leave the group to teach another group what they learned and coach the new group to make the correction without telling the right answer. The group member who left should then return to their group and hear what the members learned from their visiting tutor and make the correction.

This pattern should continue with new group members leaving to serve as tutors until each group member has been a tutor at least once or until there are no new cards for that group to learn. Every group should have visited and learned from every other group by the end of class.

EXAMPLE: Sarah, Joseph, Tracy and Elaine are in Group 1. They all read Card 1 independently, discuss, make corrections independently, compare their edits, and coach. Then, Sarah goes to be the tutor for Group 2, telling them what her group learned while Sarah was away. Tamela, from Group 5, visits Joseph, Tracy and Elaine to tell them about Card 5. Sarah returns to the group. All four make the edits based off what Tamela told them after they fill Sarah in on the new information. Now, Joseph will visit Group 3 to start the process again. This continues until all groups have heard all five notes.

Show Slide 5, which has the correct answer and have groups compare the right answer to their corrections. If it is incorrect, have students discuss where and why they were incorrect and resolve where communication broke down.

Show Slide 6, which shows what they should have learned to pay attention to.

EXIT TICKET/CLOSING ACTIVITY: Have all students complete the exercise on Slide 7. The answer is on Slide 8 for however the teacher prefers to review.

Day 2

WARM UP ACTIVITY: Show Slide 9 of the Slideshow and have students individually complete the activity with a 2-minute time limit in the same way as Day 1. Slide 10 has the correct answers.

PRACTICE ACTIVITY: Each group member should get one copy of the "Copy Editing for Word Usage" worksheet. Students should take turns, one at a time, making one edit to the story using copy editing marks, then pass it on to the next group member.

Once they have finished, have them stand up to show they are complete. Then, have groups edit the story using the SCAN-UP method and the AP Stylebook. They should continue until the group is satisfied the story is completely edited. This should take approximately 30-40 minutes. The "Copy Editing for Word Usage Key" has the corrected story.

NOTE: Teach students how to coach and correct their peers if they see something was done incorrectly. Teachers should also coach students how to encourage and give hints, not answers, to their peers if they become stuck or lack anything to edit.

EXIT TICKET/CLOSING ACTIVITY: Show students Slide 11 and have them submit in the manner appropriate for the teacher to be graded. Slide 12 has the corrected sample story.

References

Froke, P., & Bajak, F. (2020). *The Associated Press Stylebook*. Basic Books.

Strunk, W., & White, E. (2000). *The Elements of Style*. Allyn & Bacon.

Tense: Past, Present & Future

WORD USAGE

Get in the Action

Look at the verbs and the subjects they describe. Make sure they match the when. Don't say *running* if they *ran* or *will run*.

Present Tense

Something **is happening** now. Usually saved for narrative leads, caption action sentences, or ongoing actions.

Model

Fifteen racers **started** the 10-day Alaskan Dogsled Race yesterday. The competitors **are sledding** across 100 miles of tundra. They **will** finish in eight days, according to officials.

Past Tense

Something **happened**. Events that already occurred are written like this.

Future Tense

Something **will happen**. This is usually seen in preview stories of events.

Active vs. Passive Voice

WORD USAGE

Subject-Verb-Object

You have to know these grammar terms

- **SUBJECT**: noun doing the action
- **VERB**: the action
- **OBJECT**: noun the action is being done to

The man (subject) bit (verb) the dog (object). The cat (subject) laughed (verb) at the sight (object). His wife (object) was appalled by (verb) the act (subject).

Active Voice

When the subject goes before the verb and object. Prefer this unless the object is more important than the subject.

Passive is object before verb/subject.

WAY TO SPOT PASSIVE VOICE: If you see "was/is (verb)ed by", it is passive voice: *She **was shocked by** the fence.*

Instead, prefer: *The fence shocked her.*

NOTE: Passive voice is different from past tense. "*He was riding a bike.*" This is active voice but in past tense. "*The bike was being ridden by him.*" is past tense AND passive voice.

Model

ACTIVE: Congress passed the bill.

PASSIVE (avoid): The bill was passed by Congress.

Subject-Verb Agreement & Pronouns

WORD USAGE

It's a Numbers Game

All subject-verb agreement means is that the subject of the sentence and its verb describe the same number: singular or plural. Usually an issue in present tense.

- man sits/men sit
- cow moos/cows moo
- dog barks/dogs bark

It vs. They

- it/its: singular, for non-people and groups, teams and organizations
- they/their: plural for all
- who/whom: refers to people and animals with names
- that/which: refers to non-people

WRONG: The team took **their** break.

RIGHT: The team took **its** break, or the team **members** took **their** break.

Model

The **gymnasts** complained **they** were not getting enough rest. The **International Olympic Committee** changed **its** policy based on **their** suggestion. The **IOC** **looks** at the policy every year.

First-, Second- & Third-Person Voice

WORD USAGE

First-Person Voice

Save it for quotes: *I, we, our, me, mine, us*

Second-Person Voice

Save it for quotes: *you, your, yours, y'all*

Third-Person Voice

Preferred for all journalism writing: *they, it, its, which, that, them, he, she, the, their*

Model

The basketball team scored **its** first point of the year in **the** gym Friday.

"**We** have been looking forward to this all year," senior Billy Bobby said. "**You** have no idea."

Fix It!

Our marching band started auditions in our gym. If you are interested in auditioning, you should come see our band director Jeremy Close before we go on spring break next week.

Boring Words to Kill

WORD USAGE

Words to Kill

Unless in quotes, avoid using

- very: delete, adds no value
- that: rarely needed
- a lot: be more specific or delete
- things: be more specific or delete
- some: be more specific or delete

Model (Wrong)

The **very** angry woman said

that there were **a lot** of

things on **some** dishes.

Model (Fixed)

The angry woman said there were

seven roaches on **her**

dinner plate and glass.

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Student rebels convicted, sentenced in assault on teacher

The 19 students who throws a pile of books at their journalism teacher felt a book of another sort thrown at them Wednesday, Dec. 3. The class was sentenced by Judge Bollen Chayne to fifteen years in state jail for their role in the Nov. 2022 assault on Cityville High School teacher Penelope Panic.

“This is a tough lesson to learn,” Chayne said very bluntly. “Don’t engage in hooliganism and you won’t phil the stingy of my gavel. Enjoy your time in gel, delinquents.”

Freshman Ima Brat will act as the group’s chief spokesperson since the start of the criminal trail. The group was silent with a grin on their face as the judge reads out the verdict and sentence.

“They have no idea what they just did” Brat said to us reporters a crazed hunger in her eyes. “I got exactly what I wanted. The only way to take down the prison-industrial complecks has to be from the in-side.”

Journalism teacher Penelope Panic — fresh from an extended stay in the hospital following the attack — speaks on behalf of the students, hope she could sway the jury and judge to show a lot of common sense. She failed.

“Am I realy the only one who thinks this whole thing is crazy?,” she said on the witless stand. “These are just kids. Yes, they did some stupid stuf; but they are still children.”

District Attorney Roberto Garcia felt justice was served, spoken to me and other reporters as the nineteen former students filled onto the white bus bound for Cityville state jail.

“A few more kids finally of the street,” he states. “There is nothing worse than a community with to many kids running around acting a fool. Have you ever walked into a chuck e. cheese? Yikes.”

A primitive scream of joy was let loose by police officer Lt. Dan Hickey upon exciting the courthouse. Like Garcia, Hinkey was joyous about throwing the now-felons in “the big house.

“This is my house,” Hickey said that before he crushed a soda can on its fourhead. “Don’t mess with me in my hose.”

Principle Dr. Jeff Sticks feels that Panic should be jailed also for acting as the root cause of the thing.

“I wish we could throw that women and those like her in jail,” Sticks will say. “If you force kids to do things they don’t want to, what else do you expect? Only give kids things that like to do and wheel all be good. Dang it; that was meant to be off the record, okay? I didn’t know you were recording already. Turn that off.”

Copy Editing for Word Use Key

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"A few more kids finally **off** the street," he **said**. "There is nothing worse than a community with **too** many kids running around acting a fool. Have you ever walked into a **Chuck E. Cheese**? Yikes."

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Example Word Usage Worksheet

WORD USAGE

Learn It, Then Fix It!

Use copy editing marks (p. 519 in the Stylebook) to make corrections as you learn new corrections. After learning all rules about attribution and quote formatting, write it correctly in the space provided below. There are two of each of the types of word usage errors in the passage below.

A plane ticket was just bought by our very own history teacher
Matty Smith. He said that he plan to go to Holland with some other
teachers on a federal-grant-sponsored trip over its summer break.
The area was popularized by the movie “Weekend in Holland”.
“I’ve always wanted to visit that area,” Smith says to me. “The
pictures are so beautiful and so is the culture. Everyone should
have the chance to experience other cultures in their youth.”

Group Version

Write your final version of the sentence and quote paragraphs below.

Rationale

Periods ~ Commas. Semicolons-hyphens,,,exclamation points? Another murder victim of text messaging. Students need to understand when and where punctuation goes instead of sprinkling it broadly over their work or leaving it out completely.

CLASS GOAL: We will learn when and where to put the most important punctuation including apostrophes, periods, commas, quotation marks, semicolon, colon, hyphens, en dashes, em dashes, ellipses, and parentheses.

INDIVIDUAL GOAL: I will copy edit publication copy using my knowledge of punctuation and other AP style.

Goals for Understanding

Students will understand & demonstrate proper usage of

- Apostrophes: to show possession & contractions or omissions
- Periods: at the end of all sentences and abbreviations
- Commas: to separate items in a list, before “which” but not “that”, before and after appositive phrases, and to offset clauses. Also, to avoid using too many
- Quotation marks: around direct and partial quotes with punctuation on the inside, and around composition titles except for names of publications and religious works
- Semicolon: separating two complete sentences when they sound as one
- Colon: to introduce a list or idea
- Hyphens (-): to separate fractions, and compound modifiers (when before the noun they describe)
- En Dashes (–): between scores and votes of any kind
- Em Dashes (—): can be used in place of commas, parentheses and colons
- Ellipses: to show omission inside of a quote
- Parentheses: to clarify intent inside of a quote

Overview & Timeline

This lesson is designed to be completed in one, 45-minute class periods with students split into groups of four.

Lesson includes

- Warm up activity/preactivity assessment
- Direct instruction
- Cooperative learning activity
- Closing/post-activity assessment

Materials Needed

- “Punctuation Instructional Cards” cut for each group
- “Punctuation Pair Check Practice” for each student
- “Copy Editing for Punctuation” for each student
- Class set of AP Stylebooks, physical or web-based. This lesson was designed using the 2020-2022 Associated Press Stylebook.

Day 1

WARM UP ACTIVITY: Show Slides 2 & 3 of the slideshow and have students individually complete the activity with a 2-minute time limit. Then, direct students to go around their group explaining and justifying each of their results using the round-robin method for 20 seconds per student. Use a timer application or website to show the students how much time is left. Audibly signal when it is time to switch group members and ensure everyone is talking. Slide 4 has the correct version the teacher can use to preview the lesson.

INSTRUCTIONAL ACTIVITY: All group members should grab one of the “Punctuation Instructional Cards” and read independently for 1-2 minutes. They should then go in a round-robin explaining their card and walking the group members through the examples they had to fix until everyone agrees and understands. This should take 1-3 minutes.

Hand all students the “Punctuation Pair Check Practice” sheet, which contains 10 questions. The group should be randomly split into two partnerships. Partner A will complete a question on the sheet followed by Partner B doing the same. Both then check each other’s work. After these two questions, they should trade papers with the other set of partners and check their work, which are the same questions. The group and pairs should continue doing this until all 10 questions are answered and the group feels confident they are correct.

EXAMPLE: Sarah, Joseph, Tracy and Elaine are in Group 1. Sarah and Elaine are paired together. Sarah completes problem No. 1 and shows Elaine who checks it. Then the roles switch for No. 2. After No. 2, they trade with Joseph and Tracy and all four critique the answers, coaching if they are wrong. The pairs move on to Nos. 3 and 4 to repeat the process until the paper is complete.

Recap the instructional sheets and information on Slide 5.

EXIT TICKET/CLOSING ACTIVITY: Have all students complete the “Copy Editing for Punctuation Worksheet” individually. This may also be used as a warm-up or activity for the following day.

References

- Froke, P., & Bajak, F. (2020). *The Associated Press Stylebook*. Basic Books.
- Strunk, W., & White, E. (2000). *The Elements of Style*. Allyn & Bacon.

Apostrophes & Quotation Marks: What Did They Say?

PUNCTUATION

Apostrophes ‘ ’

These show possession (except its), contractions (can't) and omissions (He yelled 'til he was told not to).

SINGULAR NOUN: add 's

PLURAL & PROPER NOUNS: add '

EXCEPTIONS: A's, B's, 7's, 1's

Quotation Marks “ ”

Use around direct and partial quotes to show someone said exactly that. Other punctuation goes on the inside.

Use apostrophes for quotes within quotes.

Use around composition titles, but **not** names of publications, religious or reference works. (Example on the right.)

Model

Time Magazine's article "How to Get Away With Murder" was on the members' must-read list. Tim Stevens' version of The Holy Bible was No. 3 behind William Shakespeare's "Macbeth". All earned straight 1's in the ratings.

Periods & Commas: Hold! Pause! Stop!

PUNCTUATION

Periods .

Always at the end of a sentence and abbreviations, and in between some acronyms. Never exclamation points!

Commas ,

Avoid too many in a sentence and splicing two sentences together. If both halves of the sentence have a subject and verb, there should be a period.

Used to separate items in a list except between the last two items unless it is otherwise confusing.

Use before "which" but not "that".

Use to separate numbers four digits or longer into sets of three: 1,000 -- 10,000 -- 900,000 --- 45,876

Used for appositive (renames the noun) and introductory phrases, and nonrestrictive clauses (descriptions not essential to the sentence).

LISTS: They ate everything in the pantry, kitchen **and** cabinets.

WHICH, NOT THAT: He hit the car, **which** was the only one out in the driveway.

APPOSITIVE: Jimena Carrillo, **the head basketball coach**, said she loves it.

INTRODUCTORY: **Essentially**, they want it. **Because of its high quality**, the item is greatly desired.

NONRESTRICTIVE: The boy, **who is the tallest**, won Most Popular Boy.

COMMA SPLICE (AVOID): The boy chased the girl, they fell down the hill.

COMMA SPLICE (FIXED): The boy chased the girl. They fell down the hill.

Semicolon & Colon: Let Me Introduce You

PUNCTUATION

Semicolon ;

Joins two complete sentences instead of a period if the sentences flow well together. Do not use a comma instead of this.

EXAMPLE: *The boy really wanted the dog; the girl saw that and gave it to him.*

Colon :

Use to introduce an idea or list.

The first letter after it is capitalized if the phrase after the colon is a complete sentence. Lowercase if not.

EXAMPLE: *The man had one thought: The bank had to be robbed. He needed a few items: rope, duct tape and a bag.*

Model

The circus has a worthwhile goal: **It** wants to make people laugh. Actors train for hours to make it work; this includes all their well-kept animal assistants: **horses**, camels and elephants.

Hyphen & the Dashes: We Need Space

PUNCTUATION

Hyphen -

Use to separate fractions, some prefixes and suffixes, and compound modifiers before the noun they describe.

- The blue-green car was two-thirds through the trip, all **off road**.
- The road-trip tradition to **reenact** '80s music videos went well.

En Dash –

Use between scores & votes.

- The baseball team defeated its longtime rivals in a 14–13 showdown.
- The bill failed to pass the House after a 300–135 vote.

Em Dash —

Can be used in place of commas, parentheses & colons.

- The woman had a lifelong goal — to be president. The idea — running for office — isn't far-fetched. She just needed a few people to help — her parents, friends and family.

Ellipses & Parentheses: I Need to Clarify

PUNCTUATION

Ellipses ...

Shows omission in a quote. Careful to not take a quote out of context.

Example: "That man saw me through the window," she said. "... I was really scared."

Parentheses ()

Use to clarify intent in a quote. Make sure you know what they are referring to.

Example: "(The defendant) saw me through the window," she said. "He looked away. I was really scared."

Model

"The last time **(NASA)** launched a shuttle was magical," astronaut Elsa Portillo said. "We all cheered and cried. ... I miss those days."

Use your knowledge of punctuation, word usage, numbers, abbreviations, capitalization, spelling, time elements, attribution, quote formatting, and the Associated Press Stylebook to identify and correct the errors in the story below. Use copy editing symbols (shown on p. 519) to make the corrections. There are FOUR errors per paragraph including at least one punctuation error.

19 students break out of state jail, enact revenge plot

The score between the city and a gang of hooligans is now 1—1. After 2 years in Cityville State Jail, the 19 former students sentenced for assaulting its teacher with paperback books have escaped, according to a Cityville PD press release.

“They are know longer children; they are — sort of — full-grown adults,” the Release states. “The group is probably led by its leader; Ima Brat. (omission) The public should consider them armed and extremely dangerous.”

The escape plan that allegedly took place Sunday, Apr. 7 as guards slept at their posts, In a twist of irony, Jail Warden Eaton Doe—Nutts said the gang carved 13 keys to fit their cells out of old books.

“We heard the scratching,” said Doe-Nutts. “We assumed they were just so dum they thought the books were scratch and sniff. In hindsight we probably should have figured it out when they said, “We’re busting out of here on Sunday, warden.” We just didn’t know what they meant.”

In order to project the teachers of Cityville High School, Lieutenant Dan Hickey sets up a wooden barricade at the front of the school the following day. He was up until after midnight Monday morning hammering away at the structure made of logs, a few trees, doors from journalism teacher Penelope Panic’s classroom, an old sled, and a cardboard box.

“Ain’t nobody getting though this fortress,” Hickey said while wearing a six-pound helmet made from hospital bedpans. “I’m not even letting the student’s through. The best way to let this School run is without students being here!”

Principal Dr. Jeff sticks blames Doe-Nutt’s failure on the craftyness of his former students and thought the city should just let them go.

“I had a change of heart after talking with the lady who taught them, you know the one,” Sticks stated. “They are just kids. They are definately not hiding in my basement either. Not at all. Noone should even go check to see because they are not there at all.”

Before the Gang escaped, Brat left a note written on the wall in what appeared to be made up of toliet water blended with ink, the note claimed “victory in war against the prison industrial complex.”

“We choose books as our weapon to start and end this war because of one notion, Books are knowledge and knowledge is power,” the note said. “We’re going to hide in the Sticks now, and we meant to capitalize that.

Copy Editing for Punctuation Key

AP STYLEBOOK UNIT

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The escape **plan allegedly** took place Sunday, **April 7** as guards slept at their posts. In a twist of irony, Jail Warden Eaton Doe-Nutts said the gang carved 13 keys to fit their cells out of old books.

“We heard the scratching,” Doe-Nutts **said**. “We assumed they were just so **dumb** they thought the books were scratch and sniff. In hindsight, we probably should have figured it out when they said, ‘We’re busting out of here on Sunday, warden.’ We just didn’t know what they meant.”

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Principal Dr. Jeff **Sticks** blames Doe-Nutts’ failure on the **craftiness** of his former students and **thinks** the city should just let them go.

“I had a change of heart after talking with **(Panic)**,” **Sticks said**. “They are just kids. They are **definitely** not hiding in my basement either. Not at all. **No one** should even go check to see because they are not there at all.”

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“We **chose** books as our weapon to start and end this war because of one notion: Books are knowledge and knowledge is power,” the note **states**. “We’re going to hide in the Sticks now, and we meant to capitalize that.”

Punctuation Pair Check Practice

AP STYLEBOOK UNIT

Learn It, Then Fix It!

Use copy editing marks (p. 519 in the Stylebook) to make corrections to each sentence. Each has two punctuation errors.

Problem 1

The last time he earned all As, freshman Jack Less' mom bought him a 'really big cake' and a copy of "The Help".

Problem 2

Homecoming Queen Carrie Bucket gave the float straight 1s, saying "thats so pretty."

Problem 3

The Cityville Townsfolk won their first state championship! People jumped, hooted, and hollered in happiness.

Problem 4

When Polly Pocket became principal she never expected a gift, senior Jack O. Lantern gave her one anyway.

Problem 5

There is one sight worse than a murderer with a knife outside a shower; A dog eating chocolate

Problem 6

The school finally caved in, it bought equipment the class needed. hammers, lava lamps and a cage.

Problem 7

Once they finished the high flying kite, all they needed was approval; the vote failed 9—1.

Problem 8

Sophomore Grant Brian - the top of his class - said he wants a red—orange jacket for prom.

Problem 9

"There was something (in the car, I swear it," Lt. Dan Hickey said. "It was massive. (left out a quote) Weird."

Problem 10

After getting 100% on both the ACT and SAT, all Brennan Landry needed to do was relax.

"It was the hardest one for sure," he said. ".. I would do it all over again if I had to."

Punctuation Pair Check Practice Key

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