



Editorial/Graphics Department Style Guide

This department uses a combination of rules from both AP and Chicago styles. The following is a listing of department-specific style preferences that we go by when editing for grammar and style within ETS products. Also included are some notes on our editorial/layout process, and some separate rules for specific products.

General Style Rules

Numbers: Spell out numbers one through nine, and use numerals for numbers 10 and above.

Capitalization: We capitalize *Web*, *Internet*, and *World Wide Web*.

Punctuation: With parentheses:

In most cases, punctuation will always go outside of parentheses. Exceptions to this rule are situations where the statement in parentheses requires different punctuation than the statement outside. Example: *I went to bed early (wouldn't you?).*

Brackets:

ETS follows the rule that brackets are used outside parentheses when needed.

Dashes and hyphens:

- Use an *en dash* in place of *through*: numbers 1–10.
- Use an em dash in place of parentheses: It's doable—though not easy—to swim across the lake.
- Use a hyphen for compounds, where not having a hyphen would obscure meaning: high-powered attorney.

Commas:

- We use serial commas, meaning in a series of three, use two commas: I went to the movies with Anna, Donya, and Hannah.
- When in doubt over whether a comma is needed, defer to what makes the statement *most* clear to readers (make sure correct subjects and verbs are linked).

Contractions: In most of our products, we do not use contractions because they typically signal a less formal tone.

Formatting with Punctuation:

An italicized, bold, or underlined word followed by any punctuation will not carry the formatting over to the punctuation: this punctuation would not be italicized, bold, or underlined. The exception to this rule is that we bold colons as part of a heading (as seen in this guide). If an entire sentence is italicized, bold, or underlined, its punctuation should keep that style.

Ellipsis: An ellipsis is three periods, with a space before and after.

Ampersands: Refrain from using them, unless it's in a reference. Replace with “and.”

General Layout Rules

- Spacing:** Between sentences, use only one space. You can use the paragraph tool on the formatting toolbar to see spaces, tabs, and paragraph breaks.
- Math issues:** Put a space before and after all items in an equation: $3 + 2 = 5$. For fractions, keep them large and always undo the auto-formatting that makes them superscripted. We use a program called MathType for all equation formatting and editing.
- Templates:** We have templates for Lesson Plan document types. In addition, the designers have set properties for Interpretive Guide formatting.
- Header/Footer:** Make sure that all documents include the ETS logo and copyright information, along with the correct version number and date. Logo and font sizes are fixed. See layout guides.

Product-Specific Guidelines/Editing Process

Basic Editing Process/SharePoint

1. Make pen edits on the project hard copy.
2. Implement pen edits onto electronic copy (Jill loads electronic copy onto SharePoint).
3. Print out clean copy and check to make sure all edits were made.
4. Before handing off to someone else, please make sure your initials and the date are in the top right corner of the hard copy your pen edits are on. Also, please include the round in this section (first edit, etc.).
5. Replace the old electronic copy on SharePoint with the new copy, with your edits, for the next editor.

Whenever there is a new project, Jill will add it to the Editorial/Graphics Tracking Log. She will either assign it to someone, or if editors need something to do, projects can be self-assigned.

When you have implemented and cross-checked your edits for a project, please upload the electronic copy. All most current electronic copies for each project will be housed on SharePoint in the Current Projects folder, in a separate folder titled Electronic Copies. In addition, please change the status of the project in the tracking log, and post an announcement ("such and such project is ready for second edits). Place the hard copy in the Current Projects bin.

Project Storage

All final versions of projects will be stored on SharePoint so we can all access them. In addition, all electronic copies of current projects in progress will be stored on SharePoint, so there is no confusion about who has the most recent copy, etc. Current projects will be housed in the Current Projects folder: Electronic Copies. Items that have been edited and approved will be housed in the Final Versions folder: Holding for Drop.

Project Tracking

The Editorial Graphics Tracking Log should make it easy to keep track of all of our projects. Please get into the habit of keeping it as up to date as possible. This log is filter-able by all fields, so if you need something to do, you can sort projects by which are unassigned, etc.

Other Features of SharePoint

The sharepoint site has a lot of useful things on it, such as the announcements section and the discussion thread. Please use these to get the word out about things to look for in a project if something comes up, etc.

Jill will do her very best to monitor/update the tracking log as often as possible; please try to check the announcements and discussion sections regularly.

Essential Standards

Changes made to Essential Standards should not be content-related. Any changes to wording, order, etc., must be cleared by the content reviewers prior to change. Our job is to match the language to what is on the spreadsheet, and to do a light edit for glaring errors (misspellings, spacing issues, missing end punctuation). We also make sure that any changes made to the word docs get made to the spreadsheets. Essential Standards go through two rounds of copy edits and a final check by Jill, then undergo a final content check and format by our designers. Editors should check for the following when editing Essential Standards:

General Process

The development team emails Jill the electronic files. Jill saves the files onto SharePoint, prints out a hard copy and creates a new folder, stapling a checklist on top. Jill also adds the new project into the project tracking log. Throughout this process, everyone needs to check off the steps they completed on the Folder checklist sheet. Jill can use that information to keep the project tracking log up to date.

- ☑ Make sure the apostrophes are the correct style [curved MS Word style (’), not Web “typewriter” straight style (‘)]
- ☑ Strand titles need to be checked against what is on the spreadsheets, and should be consistent grade to grade

Formatting issues: designers will do a final format check, but editors are also encouraged to check for and correct any formatting errors they see during their editing round.

All projects go through three rounds of edits. Jill will give the folder to the first editor. Pen edits are always done first, followed by implementing those edits on the electronic files. Once first edits are done, the editor will print a hard copy of the updated electronic file, initial and date the hard copy containing the pen edits, and place all copies in the folder. Jill will assign a different editor to do second edits, following the same editing process. After second edits are done, the editor will hand the folder and forward the electronic files to Jill, who will do a final edit.

After Jill has finished the final edit, she will forward the folder containing all rounds of edits and a fresh hard copy to the Curriculum and Instruction Director. They will do a final content check/edit. If there are corrections, they will mark up the hard copy and forward the folder back to Jill. Jill, or whoever is available, will implement the corrections on the electronic files and forward the folder back to them. This step can be repeated as many times as necessary until they give their final approval. After the documents are approved, they will undergo a final format edit/check by a designer. After that, Jill will (according to each project’s roll-out date) PDF the final version and place a copy on the *System 5* SharePoint. She will also save both the word document and PDF on her computer.

If a project has already been released, but needs corrections, the same editing process will be followed; however, a fix number will be added to the IDMS version (7.1.1, 7.1.2 ...)

Style for Essential Standards:

- ◆ Transfer to the new template (if applicable).
- ◆ Use Arial font.
- ◆ Format paragraphs to have 0 pt spacing before and after.
- ◆ Footnotes should be same size/font as text in table.
- ◆ Use 12 pt bold/italics for the title.
- ◆ Use 11 pt italics for subtitle.
- ◆ Use 11 pt bold gray bar for heading.
- ◆ Use 9 pt for all table text.
- ◆ Bold strand categories (subcategories not bolded).
- ◆ Align all table text left (title and heading in gray bar should be centered).
- ◆ Hide the border between the standard number and standard text.
- ◆ Make sure FOS logo has TM and is in the header; footer should include current date stamp on the left, current copyright on the right, and IDMS version number above the date stamp.
- ◆ Check language against whichever document was used in development.
- ◆ If wording in spreadsheet sounds weird or is ungrammatical, reference state's documents and then ask Amanda (ELA) or Michele (math/science) for direction.
- ◆ Be aware that developers may put examples into parentheses with "e.g.," notation instead of using "such as" or "including."
- ◆ Make sure "e.g.," has periods between letters and a comma at the end.
- ◆ Use state's sense of hyphens and capitalization.
- ◆ Only italicize terms if state does.
- ◆ Follow state's sense of comma rules.
- ◆ If state is inconsistent about hyphenation in specific cases, it is okay to impose ETS style.
- ◆ If state consistently uses semicolons in place of commas, we can use commas instead.
- ◆ It is okay for parent language of a standard to be in one part of the standard and not in other parts. Content developers make this call. If a particular case does not seem to make sense, ask for clarification from Amanda or Michele.
- ◆ Avoid condensing text.

***Pull-out sheets available in Layout tab**

- ◆ If text runs onto two pages, use the following footnote with the FOS arrow graphic:
Continued on next page ➔
- ◆ Try to break text at strands if text runs onto a second page; if you must break in the middle of a strand, repeat strand title on page 2.
- ◆ Use state-specific terms in place of “Essential Standards” and “Strand” if appropriate.
- ◆ Check for missing end punctuation.
- ◆ Check consistency of strand titles.
- ◆ Make sure title and year of source document is accurate on every page.
- ◆ Make sure date stamp is in form of “6/06” and IDMS version number appears above it.
- ◆ All footer material should be 9 pt Times New Roman.
- ◆ Copyright note should read, “Copyright © 2006 Educational Testing Service. All rights reserved.”

Standards Maps

This product is similar to Essential Standards, with much of the same editing guidelines applying. Typically, this product contains shortened standards that are formatted to fit one line, but if you can add an article or some punctuation to clear up meaning without going over one line, do it.

Style for Standards Maps:

- ◆ Follow state style as far as what is hyphenated, spelled out, etc.
- ◆ Capitalize categories on left side of map; match from page to page (consistent use of “and” or “/”; no periods).
- ◆ Bold major heading; sub-headings should be plain text; no parentheses.
- ◆ When possible, standards should not exceed one line.
- ◆ If language is unclear, check Essential Standards and re-word as necessary (note: check with content people before making major wording changes).
- ◆ If missing articles obscure meaning, add them back in if you have the room.
- ◆ Make sure headers on all pages are the same size (strand and grade levels)
- ◆ Format paragraphs to have 0 pt spacing before and after
- ◆ Condense to 0.2 at the very smallest, and only when not doing so would disrupt page breaks.

Graphic Layout Style Guides
Standards Maps

ETS FOCUS ON STANDARDS

Mapping the California Essential Standards for Reading and Language Arts

	Kindergarten	Grade One	Grade Two
Reading	1.1, 2 Find front back and left/right orientation.	1.2 Identify title and author of a reading.	
Word Analysis	1.4 Know sentence how words, word has letters.	1.1 Match ink words to printed words.	
Fluency	1.5 Distinguish letters from words.		
Vocabulary	1.1 Match basic sounds to letters.	1.3 Distinguish long and short vowel sounds.	1.1 Identify/Use regular and irregular plurals.
	1.6 Identify/Name upper and lower case letters.	1.3 Identify letters, words, and sentences.	
	1.7 Track order, number, similarity of phonemes.	1.4 Identify initial, medial, and final sounds.	1.3 Identify/Use regular and irregular plurals.
	1.8 Track syllables, words as phonemes change.	1.7 Add, delete, change target sound (consonant).	
	1.9 Blend 1-2 sounds to make words/initials.	1.8 Blend two to four phonemes into words.	1.3 Decide nonsense and multi-syllable words.
	1.10 Identify and pronounce changing words.	1.6 Conveying chunks words, compound words.	1.1 Know and use spelling patterns.
	1.10 Track words in sentence, syllables in words.	1.14 Read inflected words, word families.	1.2 Apply knowledge of basic syllabification.
	1.10 Read one syllable and high frequency words.	1.11 Read common irregular sight words.	1.10 Identify simple multiple meaning words.
		1.13 Read compound words and contractions.	1.4 Recognize common abbreviations.
			1.4 Use knowledge of individual words in compound words to predict meaning.
			1.7 Explain common antonyms and synonyms.
			1.9 Use prefixes and suffixes to find meaning.
			1.7 Read diagrams, charts, and graphs.
Informational Text	2.1 Find title, author, and illustrator.	2.4 Relate prior knowledge to textual information.	2.1 Use structural features to find information.
	2.2 Use pictures, content to predict content.	2.1 Recall the central idea.	2.2 Retain facts and details from the text.
	2.4 Recall familiar stories and answer questions.	2.2 Respond to who, what, where, how questions.	2.4 Ask why, what if, how questions.
	2.5 Answer questions about elements of a text.	2.1 Identify text with respect to logical order.	2.6 Recognize cause and effect relationships.
		3.1 Identify plot, setting, characters, etc.	3.2 Generate alternative endings to plots.
		3.3 Recall, talk, and write about books read.	3.1 Compare/contrast plot, settings, characters.
Literary Analysis	3.1 Distinguish fantasy from reality.		3.3 Compare same story in different cultures.
	3.2 Identify character, writing, important events.		3.4 Identify rhythm, rhyme, alliteration in poems.
	3.2 Identify types of everyday print materials.		
Writing	1.3 Write left-to-right and top-to-bottom.	1.3 Space letters and words appropriately.	
	1.4 Write appropriate and lowercase letters.		
	1.2 Write consonant-vowel-consonant words.	1.2 Use descriptive words when writing.	1.4 Revise to improve order, descriptive detail.
Applications		2.1 Write narratives describing an experience.	2.3 Write narratives describing an experience.
		2.2 Write descriptions of a person, place, event.	
Written and Oral Conventions	1.1 Use complete sentences when speaking.	1.1 Use complete sentences, writing, speaking.	2.2 Write a friendly letter.
		1.2 Identify singular and plural nouns.	1.1 Distinguish recognizable, complete sentences.
		1.3 Use correct contraction, possessive pronoun.	1.2 Identify correct word order in sentences.
		1.5 Use and punctuation appropriately.	1.3 Identify and correctly use, nouns, verbs, etc.
		1.6 Capitalize first word in sentences, names.	1.4 Use quotation marks correctly.
		1.7 Spell frequently used words independently.	1.5 Identify correct letter, date, address.
		1.8 Spell three- and four-letter short vowel, sight words.	1.6 Capitalize proper nouns, day of week, month.
			1.8 Spell short vowel-cvcc, vowel blend correctly.
			1.7 Spell frequently used and irregular words.

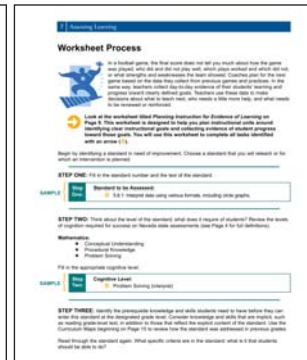
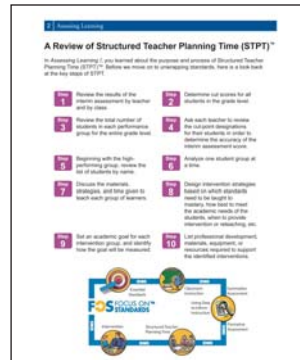
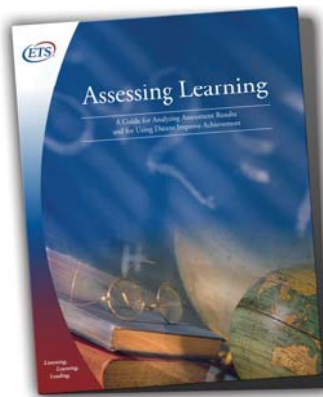
Version 7.1
Date

Copyright © 2006 by Educational Testing Service. All rights reserved.

***Pull-out sheet available in Layout tab**

Interpretive Guides

ETS currently offers four versions of this assessment booklet; this product contains set front-half material for each version, and the back half is customized by grade with a state's specific test items from their assessments. Our department creates and edits these booklets for layout/design, grammar, consistency, and text.



Interpretive Guide Style: General

- ◆ When making edits to the front-half material of one Interpretive Guide of a set, make sure to make the same edits to the other books in the set.
- ◆ Use numerals throughout, instead of spelling out numbers (consistently use 6, not six on cover, TOC, front-half material, item analyses, section covers, etc.).
- ◆ Make sure all page header material (booklet title, date) and page numbers are correct.
- ◆ Do not split words over line breaks
- ◆ Always use “titled” instead of “entitled” when referencing things like “The box titled *Vocabulary*,” or “The Page titled *Structured Teacher Planning Time*.”
- ◆ Watch out for excessive use of quotation marks. We usually don’t need them, and will use italics if something needs emphasis. Quotation marks are only for direct quotes, like the Rick Stiggins quote near the TOC. See above item for examples of italics instead of quotation marks.
- ◆ Use: English Language Learners (with all words initial capped; use the full reference each time, not just part of it).
- ◆ Make sure all forms used in the books are the most current that we have.
- ◆ If the state has a different name for Essential Standards, make sure the correct reference is included in the TOC, FOS diagram, Unwrapping Standards page, and everywhere else mentioned.
- ◆ Page footers: make sure all information is correct: current year, co-copyright (if applicable), and no “Pulliam.”
- ◆ Make sure front inside cover and back cover of book contain correct address/phone number/copyright/date.
- ◆ Check to make sure all spacing between words and sentences is a single space. Use the paragraph tool to see the spaces, if you wish.

Item Analyses

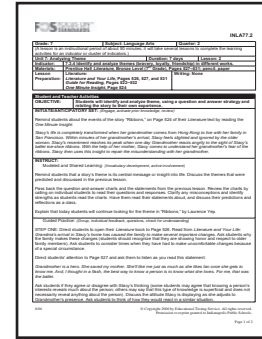
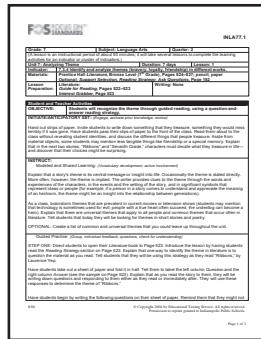
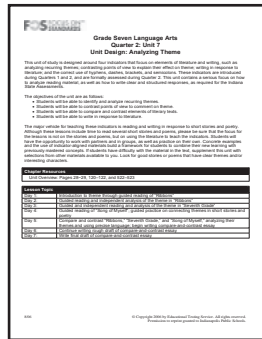
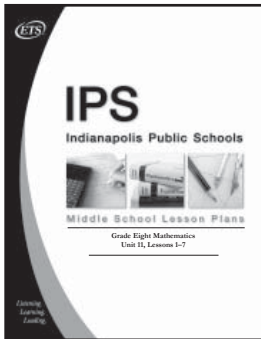
- ♦ For ELA, make sure a test question is referred to as an **item** throughout, and for Math a question is referred to as a **problem**. This includes the page title and all references within the *analysis* section.
- ♦ Make sure the *analysis* section for each item analysis (both Math and ELA) is separated into individual sections (for each wrong answer students could have chosen: A., B., etc.). Each should have its own paragraph, with a line space between each one. This follows the formatting previously used only for math.
- ♦ Each wrong answer explanation in the analysis section should start with something like “They may have...” to correspond with the “If students chose:” line in the initial **analysis** paragraph.
- ♦ Use *students*, instead of *the students* or *a student*, whenever possible.
- ♦ In the diagnostic section [last paragraph(s)], replace all references to *you* with *teachers* (or *the teacher*, as appropriate).
- ♦ Verify that the correct answer is actually the correct answer. Remove anything extra that is not the letter corresponding to the correct answer (explanations of why the correct answer is correct, the full text of the correct answer, etc.: this is unnecessary and takes up too much space).
- ♦ Make sure the item/problem number is consistent throughout the page.
- ♦ Do a thorough check for grammar/spelling, and make that sure what is written makes sense and applies to the item/problem being analyzed.
- ♦ Look at the standard and make sure it applies to the item in question...be careful when editing the standards. They need to match the Essential Standards language as much as possible, and should only be changed when there is a glaring error.

PowerPoint Presentations

Occasionally, our department is asked to edit a PowerPoint presentation for layout/graphics and text. Any changes to content should first be cleared through the owner.

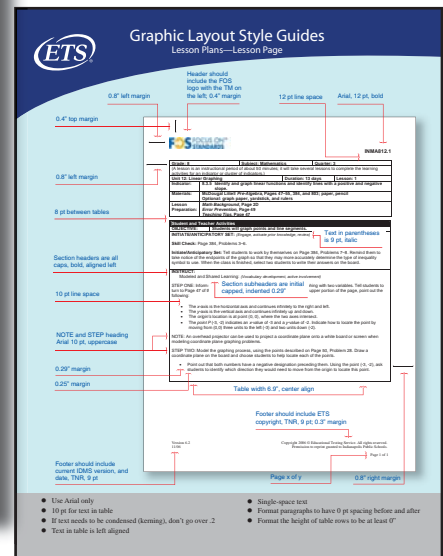
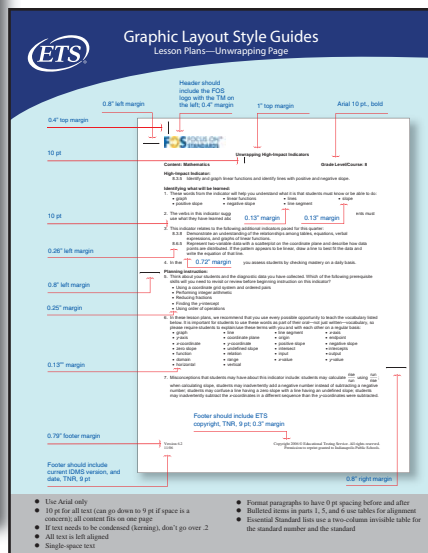
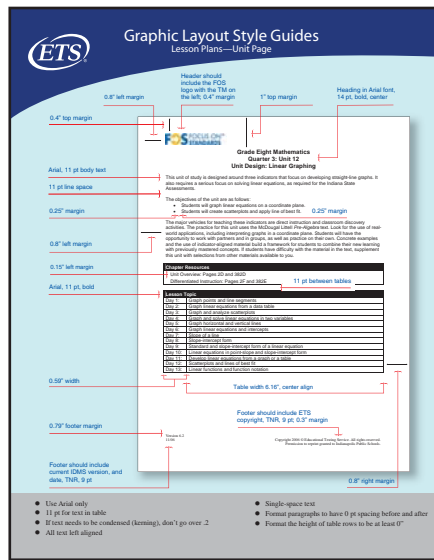


Lesson Plans



This product is customized for individual states, and for now includes subject- and grade-level-specific lesson plans for Mathematics and Language Arts, grades 7 and 8. We have a template that we use for lesson plans to keep formatting consistent, and beyond that we do an in-depth text-edit and double-check formatting. Lesson Plans are printed in-house and shipped by project assistants.

There are three fixed layouts: overview, unwrapping, and lesson plans. Templates are available as Word documents.



***Pull-out sheets available in Layout tab**

Pacing Guides

This product contains the Essential Standards for a state, with the pacing left blank for use with Professional Development. First round editors should make sure that the wording matches the Essential Standards.

Style for Pacing Guides:

- ◆ Two pages per grade level (if needed)
- ◆ Title and heading in black bar on each page
- ◆ 12 pt bold/italics for title
- ◆ 11 pt italics for subtitle
- ◆ 11 pt bold for heading in black bar
- ◆ 19 pt for text in tables
- ◆ Capital P, 10 pt, Wingdings 2 (center align)
- ◆ Lowercase ý (ctrl + apostrophe + y), 10 pt, Wingdings (center align)
- ◆ Align all table text left (title and heading in black bar should be centered)
- ◆ If language is unclear, check Essential Standards

Graphic Layout Style Guides

Pacing Guides

Header should include the FOS logo with the TM on the left; .4 margin

12 pt, ital, bold, center aligned, heading should read: [Grade] Standards-Based Pacing

11 pt bold, center aligned; subheading should read: [State] [Subject] (if a textbook is referenced, put a colon after the subject, then add the name of the textbook)

.4 top margin

12 pt spacing between the logo and the page heading

12 pt spacing between the subheading and the table

Table headings are 11 pt bold

Bold strand categories

.8 left margin

Footnotes are same size/text as the text in the table

Footer should include current date, TNR, 9 pt

Version 6.2 9/06

Table width 7", center align

9 pt, italic; right flush to right of table border

Footer should include ETS copyright, TNR, 9 pt; .3 margin

Copyright © 2006 Educational Testing Service. All rights reserved.

.4 bottom margin

.8 right margin

- Use Arial only
- 10 pt for text in table (can go down to 9 pt if space is a concern)
- If text needs to be condensed (kerning), don't go over .2
- Text in table is left aligned
- Format paragraphs to have 0 pt spacing before and after
- Format the height of table rows to be at least 0"

One page per grade level is preferred; if two pages are necessary, **make sure the page heading, subheading, and the table heading are on all pages**; do not break a strand across two pages; keep both pages balanced with text

***Pull-out sheets available in Layout tab**

Note for Pacing Guides and Curriculum Maps:

- ☑ PDFs are not sent out
- ☑ Spreadsheets do not need to be highlighted
- ☑ Post-its are not created

Comprehensive Wording Style Sheet

-A-

- **a while, awhile** – use “a while” after a preposition (we’ll run for a while, then rest awhile)
- **a.m.** – not AM
- **academic degrees** – avoid identifying people by academic degrees unless relevant to text; bachelor’s degree, doctorate, B.A., Ph.D.
- **academic departments** – lowercase common nouns and adjectives (department of economics, math department); uppercase proper nouns and adjectives (department of French, German department); uppercase common nouns and adjectives when part of the title of the department (University of Massachusetts Department of Linguistics)
- **acronyms** – for unfamiliar acronyms, use the full name on first reference and follow with the acronym in parentheses; the Center for Education in Assessment (CEA) maintains a list of ETS acronyms on its Website
- **Act** – capitalize when used as part of the name of pending or enacted legislation (No Child Left Behind Act)
- **acting** – lowercase when used in a title (the acting CEO of ETS)
- **active voice** – use the active voice for direct, clear writing
- **addresses** – use numerals for street addresses; abbreviate as Ave. or St. only when using a street number; otherwise, spell out; always spell out Drive, Road, Way, and Court (he lives at 122 Oak Ave.; she lives on Oak Avenue; they live at 6 Oak Court)
- **ages** – use numerals unless the age begins the sentence; hyphenate modifiers and implied modifiers (a 6-year-old boy; she was 6 at the time; ten-year-olds go fishing)
- **aid/aide** – aid is an inanimate object, such as visual aid; an aide is a person, such as a teacher’s aide
- **all right** – two words
- **Amendment** – capitalized if referring to one specific amendment (9th Amendment)
- **amendments** – not capitalized if referring to several (e.g., 9th and 10th amendments)
- **and/or** – use one or the other, or just the “/” symbol
- **annual** – use only after an event has been held for two consecutive years
- **art titles** – italicize

-B-

- **back up (v.)** – two words (back up your files)
- **backup (n.) (a.)** – one word (a backup system)

- **backwards map** – use standards map instead
- **base 10** – if referring to the blocks
- **base-ten** – if referring to logarithms
- **Board** – capitalize when part of the formal name of a body and when using the full name of the body (The GRE Board met in June); lowercase on second reference (the board's decision will have a lasting impact)
- **book titles** – capitalize, italicize
- **box-and-whisker plot** – not box-and-whisker graph; use hyphens
- **building** – always spell out; capitalize when part of a proper name, then lowercase on second reference (the Empire State Building, the building will be closed for repairs)

-C-

- **catalog** – no British “ue”
- **Catholic Church** – capitalize both if referring to the organization
- **cause and effect (n.)** – no hyphen
- **cause-and-effect (a.)** – use hyphen
- **Celsius** – capitalize
- **centuries** – use superscript (e.g., 9th century)
- **co-** – hyphenate when using to form words indicating occupation or status (co-authors); lowercase if preceding a formal title that is capitalized (co-Director)
- **commas** – use serial, unless otherwise directed
- **company names** – abbreviate or spell out company, corporation, limited, and incorporated according to the company's official name (Federal Deposit Insurance Corp., Aluminum Company of America); set off Inc. or Ltd. with a comma only when consistent with company's official name
- **compass points** – abbreviate and capitalize when used as part of an address with a number, but spell out if no number is included (10 W. 12th St.; West Fourth Street)
- **composed of** – something is composed of various parts (The United States is composed of 50 states)
- **comprise** – means to embrace or surround individual elements (The United States comprises 50 states)
- **conjunctions** – acceptable to start sentences with And or But
- **consonant-blend** – use hyphen
- **content-area (a.)** – use hyphen
- **contractions** – acceptable to convey a conversational tone, but we don't typically use when talking about our products
- **copyright** – use “Copyright © 2006 Educational Testing Service. All rights reserved.”
- **counter-example** – use hyphen
- **curriculum map** – use standards map instead
- **CVC** – all caps

-D-

- **database** – one word
- **date stamp** – make sure it is current and follows format of 6/06
- **decision maker** – two words (we want to reach decision makers)
- **decision -making (a.)** – use hyphen (decision-making process)
- **dialogue** – British “ue” used

- **District of Columbia** – use Washington, D.C., on first reference; use D.C. with periods on subsequent references; separate D.C. with a comma on each side
- **double-click** – use hyphen
- **download** – one word
- **drop-down** – use hyphen in IDMS training manuals
- **Dr.** – use only to indicate a medical doctor

-E-

- **e-business, e-commerce** – lowercase unless starting a sentence; use initial caps in headlines
- **e.g.**, – means “for example.” Do not use in standards; just use parentheses for examples.
- **Earth** – capitalize, except when referring to dirt instead of the planet
- **ellipses** – treat as a three-letter word, separate an ellipsis from other words with a space on each side; use an ellipsis to indicate the deletion of one or more words in condensing quotes, texts, and documents
- **email** – one word, no hyphen; not capitalized.
- **en dash** – use to indicate a range of dates or numbers or to separate the elements of a compound adjective, one part of which is hyphenated or consists of two words (pages 1–5)
- **English Language Learner** – capitalize each word
- **essay-writing** – use hyphen if adjective (essay-writing format)
- **ETS’s** – not ETS’
- **exclamation point** – not exclamation mark

-F-

- **Fahrenheit** – capitalize
- **fairy tale (n.)** – two words
- **fairy-tale (a.)** – use hyphen if adjective
- **federal** – lowercase unless part of an official name or title (the federal government, The Federal Deposit Insurance Corporation)
- **first-person (a.)** – use hyphen
- **folk tale** – two words
- **former** – lowercase, even when used before a name (former President Bill Clinton)
- **fractions** – spell out and hyphenate numbers less than one in stories and headlines (one-half); use figures in tables
- **frequently used (a.)** – no hyphen
- **fundamental counting principle** – do not capitalize

-G-

- **Gibbon** – capitalized when referring to the Editorial and Graphics Department mascot
- **grade, grader** – use numbers to indicate grades (grades 3–8); spell out first through ninth, use ordinals for 10th and above (first grade, 12th grade); hyphenate and spell out single-word noun and modifier (first-grader, third-grade student)
- **Grade one, but first grade** – capitalize if “grade” comes first
- **grade-appropriate (a.)** – use hyphen
- **grade level (n.)** – no hyphen
- **grade-level (a.)** – use hyphen
- **grade-level-appropriate (a.)** – use two hyphens

-H-

- **headings** – italicize titles of published books, manuals, brochures, and bulletins; put quotation marks around titles of articles, book chapters, fact sheets, posters, and fliers
- **he/she** – avoid this construction, recast the sentence instead
- **high-frequency (a.)** – use hyphen
- **high-impact (a.)** – use hyphen
- **high-performing (a.)** – use hyphen
- **home page** – two words
- **hyphen** – use to join two or more words to form a compound adjective preceding a noun to ensure clarity (small-business women); use when its absence would change the meaning; use for phone numbers

-I-

- **i.e.**, – means “that is.”
- **impact** – never use as a verb unless in a direct quote
- **in order to** – just “to,” whenever possible
- **indexes** – not indices
- **Internet** – capitalized
- **intranet** – lowercase
- **italics** – italicize titles of published books, manuals, brochures, and bulletins

-J-**-K-**

- **Kelvin** – capitalize

-L-

- **Least Squares Regression Line** – use initial caps
- **less-well (a.)** – use hyphen
- **log in (v.)** – not login; use to denote the action of logging into a system (log in to the system)
- **login (n., a.)** – not log in; use to denote a user’s login name or ID (enter your login ID)
- **long-vowel (a.)** – use hyphen
- **lowercase** – no hyphen (never lower- and uppercase)
- **low-performing** – (a.) – use hyphen

-M-

- **Mac** – not MAC
- **microorganisms** – no hyphen
- **mid-** – hyphenate when followed by a formal noun or figure (mid-September); no hyphen otherwise (midterms)
- **Milky Way galaxy** – capitalize Milky Way, but not galaxy
- **monologue** – British “ue” used
- **moon** – not capitalized
- **more-complex (a.)** – use hyphen

- **more-complicated** – use hyphen when increasing something in difficulty rather than in number (more-complicated problems)
- **mug shot (n.)** – two words
- **multicellular** – no hyphen
- **multicolored** – no hyphen
- **multicultural** – no hyphen
- **multi-digit** – not multiple-digit
- **multimedia** – no hyphen
- **multiple-choice (a.)** – hyphenate (multiple-choice test)
- **multiple-meaning** – not multi-meaning
- **multiple-step** – not multi-step
- **multisyllabic** – no hyphen; not multiple-syllabic

-N-

- **noncongruent** – no hyphen
- **nonexample** – no hyphen
- **nonfiction** – no hyphen
- **non-literal** – use hyphen
- **nonliving** – no hyphen
- **non-metals** – use hyphen
- **non-native** – use hyphen
- **non-print** – use hyphen
- **non-repeating** – use hyphen
- **non-restrictive** – use hyphen
- **nonstandard** – no hyphen
- **non-terminating** – use hyphen
- **nonverbal** – no hyphen
- **note-taking** – use hyphen
- **noun/verb** – not noun-verb

-O-

- **one-step (a.)** – use hyphen
- **online** – no hyphen
- **on-site** – use hyphen
- **out loud** – replace with aloud, if possible

-P-

- **p.** – not pg.; not pp. to denote multiple pages
- **p.m.** – not PM
- **Page/Pages** – capitalize in lesson plans if referring to a specific page or (Page 605, Pages 605–606)
- **pages** – not page(s)
- **paper clip** – two words, no hyphen
- **Paragraph** – capitalize in lesson plans if referring to a specific paragraph (Paragraph 4)

- **passive voice** – may be used in reports, proposals, or policy matters if necessary; also may be used if wishing to displace blame or when the subject is not important (the process was slowed down in extra rounds of edits, the eclipse can be viewed in the early morning)
- **percent** – one word; spell out in text; use the % symbol in headlines, charts, and tables
- **phonetically spelled** – no hyphen after “ly” words
- **plurals** – do not use an apostrophe to form plurals for numbers and years (the 1960s, the ABCs)
- **poem titles** – use quotes, not italics
- **point of view** – three words, no hyphens
- **pop-up (a.)** – use hyphen
- **preread** – no hyphen
- **prerequisite** – no hyphen
- **pre-slugged** – use hyphen in IDMS training manuals
- **preteach** – no hyphen
- **publications** – italicize titles of published books, manuals, brochures, and bulletins; put quotations marks around titles of articles, chapters, fact sheets, posters, and fliers
- **punctuation** – use plain text except if directly part of something that is italicized or bolded
- **Pythagorean theorem** – only capitalize Pythagorean

-Q-

- **Quarter** – capitalize in lesson plans if referring to a specific quarter (Quarter 3)
- **Question** – capitalize in lesson plans if referring to a specific question (Question 1)
- **quotations marks** – use to quote someone’s words, not to mock or express disbelief or skepticism; periods and commas go inside the quotation mark, but other punctuation marks go inside the quotation mark only if they are within the quoted material

-R-

- **r-controlled** – use hyphen
- **real world (n.)** – no hyphen
- **real-world (a.)** – use hyphen
- **real-life (a.)** – use hyphen
- **re-emphasize** – use hyphen
- **re-enter** – use hyphen
- **Reports Queue** – not report queue, in IDMS
- **reread** – no hyphen
- **rescan** – no hyphen
- **reteach** – no hyphen
- **retell** – no hyphen
- **rhombi** – plural for rhombus
- **rimes** – do not change to rhymes if found in spreadsheet
- **role-play** – use hyphen
- **run-on** – use hyphen

-S-

- **scatterplot** – one word
- **seasons** – lowercase names of seasons unless they are part of a proper noun (summer weather, Winter Olympics)
- **self words** – self words, even when standing alone, usually take hyphens (self-assessment)
- **semicolon** – no hyphen; use to indicate a greater separation of thought and information than a comma can convey but less than the separation a period implies; it can also replace a conjunction, such as but or and (the package was due last week; it arrived today)
- **short-story titles** – use quotes, no italics
- **short-vowel (a.)** – use hyphen
- show and tell – no hyphens, italics, or quotes
- **sight words** – no hyphen
- **single-digit** – use hyphen
- **single-syllable** – use hyphen
- **skip-count (v.)** – use hyphen
- **song titles** – use quotes, no italics
- **spaces** – use only one space between end punctuation and the next clause or sentence
- **Standard English** – capitalize both words
- **stem-and-leaf plot** – use hyphens
- **storyboard** – one word, no hyphen
- **story book (n.)** – two words, no hyphen
- **storybook (a.)** – no hyphen
- **story-telling** – use hyphen
- **subject/verb** – not subject-verb
- **sun** – not capitalized
- **superscript** – use for “th” in ordinal numbers (7th grade)

-T-

- **T-chart** – capitalize T; use hyphen
- **T-shirt** – not “tee-shirt”; capitalize T; use hyphen
- **television show titles** – use italics
- **test-taker (n.) (a.)** – use hyphen
- **thesauri** – plural for thesaurus
- third-person (a.) – use hyphen
- **time of day** – when citing a time of day, do not cite :00 (the event will be held at 2 p.m., not 2:00 p.m.)
- **timeline** – one word, no hyphen
- **titles** – capitalize titles in staff bios and when title precedes name (ELA Content Specialist Catherine Obregon); do not capitalize general title references (we have a team of technical account managers)
- **two-step (a.)** – use hyphen

-U-

- **unfamiliar** – use instead of “new” or “unknown” when talking about unfamiliar words
- **uppercase** – no hyphen (never upper- and lowercase)

-V-

- **variables in equations** – italicize ($5x - 3 = 22$)
- **Venn diagram** – only capitalize Venn
- **visual-image-maker** – use two hyphens
- **vs.** – not v. or versus

-W-

- **Website** – one word; capitalize
- **work words** – one word (workflow, workforce, workload, workplace)
- **World Wide Web** – use initial caps
- **wrong-doers** – use hyphen

-X-

- **x-axis** – italicize x; use hyphen
- **x- and y-axes** – not x- and y-axis

-Y-

- **y-axis** – italicize y; use hyphen
- **years** – use numerals without apostrophes when referring to the years in a decade or century (the 1700s, the 1980s); but use an apostrophe before the numerals if the first part is missing (the '90s); it is acceptable to begin a sentence with the numerals for the year, although it is preferable to recast the sentence