Core Solutions Style Guide for Mathematics

July 2024

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Change Log	
7/31/2024*	The following changes were made: Style rules that include contrasting example sets now have green check marks (√) and red *x*'s (×) that indicate, respectively, what to do and what not to do. (Users of the previous style guide had requested visual cues that could offer the reader a ready means for skimming the guide and finding specific rules more quickly.) √ A nickel is worth 5 pennies. × There are 5 pennies in a nickel. Note that green check marks have not been added to stand-alone examples of what to do because doing so would flood the guide with green check marks and would distract from the contrasting examples, which are what we actually want to draw attention to. The sections discussing when to spell out a number and when to express it as a numeral were rewritten to make the relevant nuances more readily apparent (see 2.1 and 2.2). (Several users of the original document complained that these sections were too wordy and intricate to be readily useful, and our rewrites intend to address these criticisms.) A tempering note was added to the "numbers modifying *digit*" rule. The current and preferred style, which requires spelling out the number in cases such as *two-digit divisor* and *four-digit sequence*, has been applied inconsistently across programs and grade bands. The added note acknowledges that we should aim for local consistency—even if that means modifying *digit* with a numeral—and that the correct style for a given context would be whichever one more readily lends itself to local consistency (see 2.2.5). Two conspicuous *Go Math* exceptions were noted: 1) For negative numbers, the negative sign is set high and looks much like a superscript preceding the number (but the sign should *not* be superscripted) (see 2.3.2). $^{-}1$ (*Go Math*) (NOT $^{-}1$) –1 (*Into Math* and all other programs) 2) For expressions of temperature, close up space between the number and the degree symbol (see 3.3.4). 30°F, 42°C (*Go Math*) 30 °F, 42 °C (*Into Math*) For clarification, a rule on capitalization was added indicating that units of measurement named after persons are never capitalized when spelled out (e.g., 7 newtons [but 7 N]; see 3.2.1). (This rule addresses a recurring error

*Some of these updates were incorporated into the 5/13/2024 pilot iteration of this style guide. The 7/31/2024 change log combines all 2024 updates into a single list.

Change Log

and does so in a more explicit and general way than did the 2020 version of this document.)

All abbreviations for months and days of the week (for use in tables and figures) are now three letters long and omit the terminal period (e.g., use *Sep*, not *Sept.*, for "September"; see 3.7.2). (This agrees with an update made to the principal HMH style guide.)

The section on tables was rewritten both to remove an ambiguity and to show how two-column tables should be styled (see 6.1). (These changes address inconsistencies found in both *Into Math* and *Go Math*.) The ambiguity had previously led to some confusion about how to capitalize the left-column entries of a two-column table, and we have introduced the terms *stub entry* and *stub column head* (both of which are used in Chicago style) to better differentiate row (sub)heads from cell entries.

The following two-column table shows the previous (ambiguous) terminology and styling.

Row head	**Column head**
cell entry / **Row subhead**?	cell entry
cell entry / **Row subhead**?	cell entry
cell entry / **Row subhead**?	cell entry

And the following table gives the corrective terminology along with the corrected styling. (Note that the term *row head* is no longer used.)

Stub column head	**Column head**
Stub entry	cell entry
Stub entry	cell entry
Stub entry	cell entry

The recommendations for depicting animals in art have changed. Please avoid showing images not only of seals with balls on their noses but also of any animal in a circus setting (see 6.13).

In the discussion of direction lines and problem stems, a contrasting example was added to show how the word *each*—although generally useful in eliminating ambiguity—will produce unintended meanings if placed incorrectly (see 8.1.3). (This addresses observed misuses of the term.)

The rules for using commas after introductory phrases or clauses have been significantly revised, and several of the relevant style rules were removed (see 10.2.5). (These adjustments address the Great HMH Comma Drama of 2022, the upshot of which is that nearly every introductory phrase or clause at the beginning of a sentence is now followed by a comma [with an

Change Log	
	exception being made for *most* uses of single adverbs].) Commas no longer set off *Jr.* and *Sr.* in personal names (see 10.2.21). √ He ate lunch with Dr. Martin Luther King Jr. before the march. ✕ He ate lunch with Dr. Martin Luther King, Jr., before the march. The rule for number cubes was changed so that they can be *tossed* or *rolled*. (The previous phrasing of the rule made it seem as if *rolling dice* should be avoided when we merely want to avoid references to di[c]e; see 12.5.6.) Several spellings were removed from the Word List section to better agree with the principal style guide's general recommendation to consider the first spelling listed in *American Heritage Dictionary* to be the correct one (see 21). For the same reason, the spelling *kindergartner* (not *kindergartener*) was added to the list and is now used throughout this document (which previously used the variant spelling), and *e-mail* is now *email*. The document name and font were changed, examples added or revised, and errors corrected. Several other MVP updates were made but are not listed in this iteration. Descriptions of these unlisted updates will be added to the August 2024 change log.
10/29/2020	This iteration created a Combined Grade style guide that merged GK–5 and MS & HS versions as well as project style sheets for print, Habitat, and Digital work from ~2018 to date. Notable changes in the Combined Grade version include the following: Plural numbers use no apostrophe (i.e., 10s; see 2.6). Space after all latitude/longitude symbols and direction (i.e., 39° N; 3.5.2). Clarified ellipses in math expressions versus in running copy (see 4.3). Origin labeling is preferred as single zero (going forward only; see 6.3.1). Clarified hyphenation rules for compound adjectives (see 10.1). *Multistep* not *multi-step* (see 14.1.1).

Table of Contents

1. APPROVED REFERENCES

Also see the Project Style Sheet, which captures new requirements, clarifications, or changes made during the course of a project.

1.1. Style and Usage

***The Chicago Manual of Style*, 17th edition (CMS17)**

***HMH Content Equity, Inclusion & Diversity Guidelines* (CEID)**

1.2. Dictionary

***The American Heritage Dictionary of the English Language*, 5th edition (AHD5)**

1.3. Encyclopedia

Britannica

2. NUMBERS

2.1. Number at Beginning of Sentence

2.1.1. **K–5 numbers and sentence beginnings** In general, reword any sentence that begins with a number. If you cannot reword the sentence, begin the sentence with a spelled-out number; however, if the spelled-out number is wordy or awkward, begin the sentence with a numeral.

> [Poor] Seven boys were playing in the park. 5 of them had a skateboard. How many boys did not have a skateboard?
> [Better] There were 7 boys in the park, and 5 of them had a skateboard. How many boys did not have a skateboard?
> Look at the three numbers. 8,976 is greater than 8,768. 8,768 is greater than 8,623. So, 8,976 is greater than 8,623.

2.1.1.1. **K–2 exception—Student Edition** Sentences may begin with numbers expressed as numerals, but keep this practice to a minimum.

2.1.2. **Grades 6 and up** Whenever possible, recast a sentence to avoid spelling out a number that would ordinarily appear as a numeral. In technical context within science and math books, the policy is that sentences may not begin with numerals. In other contexts, if a number has to be at the beginning of a sentence, spell it out.

> Three 20s (to avoid starting a sentence with a numeral)

2.1.3. **story problems** In story problems in which numbers for computation are written as numerals, a sentence may begin with a numeral if space is limited or if the situation could be avoided only by using a sentence construction too advanced for the grade level.

> Joan saw 7 birds. 3 flew away. How many were left? (There is not enough space for *Then 3 flew away.*)
> There were 10 balloons at the party. 2 were purple. (Sentence structure would be too sophisticated as *Of that number, 2 were purple.*)

2.2. Words vs. Numerals

2.2.1. **K–2 Student Edition** In general, use numerals, NOT spelled-out numbers.

2.2.2. **K–2 Teacher Edition and general rules for 3–12** In general, **spell out**

- numbers less than 11,
- ordinals (including centuries),
- place-value units and denominations,
- *zero* in cases where the digit 0 could easily be confused with the letter *O*, and
- one (and only one) of two adjacent numbers (see the examples in 2.2.4);

HOWEVER, use **numerals** when a number

- is used in a computation,
- expresses an amount of money, a time, or a date (but see 3.7 and 3.4.5 for exceptions pertaining to some date formats and to monetary amounts in direction lines, respectively),
- is included in an annotation (anno),
- is in a materials list,
- refers to a quantity,
- is followed by a percent symbol or a unit of measure, or
- is required for copyfitting or providing local consistency with nearby numerals (even if that means using a numeral within a head).

See the following two tables for examples.

Words vs. Numerals: General Rules for K–2 Teacher Edition and 3–12

When to spell out the number	Examples	
Numbers less than 11	√ Try the first five exercises on your own. Repeat the cycle three times.	
Ordinals (including centuries)	√ first, second, third; the nineteenth century	✕ 1st, 2nd, 3rd
Place-value units and denominators	√ tens, hundreds, or hundredths place	
Zero (where "0" could be confused with "O")	√ Subtracting the length of side *P* from that of side *O* gives zero.	
One of two adjacent numbers, K–5	(see 2.2.4)	
One of two adjacent numbers, 6–12	(see 2.2.4)	

When to use the numeral	Examples	
Number used in any computation	√ Ellen divides 24 baseball cards into stacks of 4. How many stacks does Ellen have?	
Expression of money, time, or date	√ $5 17 cents 8:00 a.m. December 6 BUT: Round to the nearest five dollars (see 3.4.5).	
Annos	Possible answer: 6 types of jabberwocky ensue from zomoskepsis.	
Materials list (but omit "1")	√ 2 slide rules, protractor	✕ 1 phlogiston reader
When refers to a quantity	√ 70 apples, 5 fours (i.e., a quantity of fours)	✕ five 4s, 5 4s, 5 4's
Before a percent symbol or unit of measure	√ 4%, 4 cm, 4 centimeters, 4 minutes	
Required for copyfitting	—	
Required for local consistency	√ The first survey lasted 36 weeks; the second, 6 weeks.	

2.2.3. **place values** Use words, NOT numerals, to refer to place-value units and denominations. Also, do NOT use apostrophes in place-value terms.

Round to the nearest hundred. Write the number in the tens place.

Use a hyphen when a place-value number is used as an adjective before a noun. Do NOT hyphenate when a number is used as a noun or an adjective after a noun (but see an exception for some decimal place values in 2.12.3, e.g., "to the nearest hundred-thousandth").

the digit in the hundred-thousands place (*hundred-thousands* is an adjective before the noun "place.")
Round to the nearest ten thousand.

2.2.4. **adjacent numbers**

K–5 When two numbers are adjacent, spell one out and use a numeral for the other. Deciding which number to spell out may depend on other style rules.

3 two-digit numbers (always spell out *two-digit*)
3 tens (*tens* refers to place value)
Three 20s (to avoid starting a sentence with a numeral)
2 ones, 7 zeros, 10 tens, 17 hundreds

6 and up When two numbers must appear together in a math context, spell out the first number when the second number is a pure number, but spell out the second number instead if it is related to place value.

five 0s	twelve 2s	√ two $50 bills	✕ 2 fifty-dollar bills
3 hundreds	3 tens	4 ten millions	

2.2.5. **numbers modifying *digit*** Spell out numbers that modify the word *digit.*

Divide a four-digit number by a two-digit divisor.

Notable exception: The legacy style for some sections and grade bands of both *Into Math* and *Go Math* diverges from this rule and, instead of using a spelled-out number, modifies *digit* with a numeral (e.g., "a 2- or 3-digit number"). Although our general preference is to spell out the number in such cases, the choice of whether to spell it out or use a numeral will often be dictated by whichever style is more locally prevalent (on the page, within the lesson, etc.) and therefore by whichever style more readily lends itself to local consistency.

2.2.6. **"count by"** Spell out the number for counting patterns. In multiplication and division lessons, use the numeral. Note that there may be exceptions. (See also skip counting 2.10.)

Count by fives (5 is not a factor.) BUT: Count by 5s (5 is a factor.)

2.3. Negative and Positive Integers

2.3.1. **negative sign** Use en dashes as negative signs. For negative numbers, no space is given between the negative sign and the number.

–2 + –5 = –7 The answer to the problem is –3.

2.3.2. ***Go Math!* exception for negative numbers** In *Go Math!* content, the negative sign for negative numerals should be consistently placed above the midline of the number but not superscripted.

$^{-}2.4, 1.9, ^{-}7.6$

2.3.3. **positive sign** When positive and negative integers are first taught, use positive and negative signs.

–5 – (–17) = +12

2.3.4. **drop positive sign** After students are familiar with positive and negative integers, drop the positive sign.

–5 – (–17) = 12

2.3.5. **parentheses with signs** Use parentheses to separate adjacent + or – signs.

–5 – (–17) = 12

2.4. Commas in Numerals

2.4.1. **K–7** Use a comma (thousands separator) in numerals that are four or more digits.

2.4.2. **Grades 8 and up** Use commas in all numerals that have five or more digits. A four-digit numeral includes a comma ONLY IF it is stacked vertically with other numerals having five or more digits.

123,456 12,345 1234 123 12

2.5. Spelling Out Large Numbers and Commas

When teaching the word names for large numbers, use a comma to show division of periods, just as we do in numerals.

328,057: three hundred twenty-eight thousand, fifty-seven

2.6. Plurals of Numbers

Never use an apostrophe to form the plural of pure numbers.

Count by 10s to 100.

2.7. Spacing of Numbers

2.7.1. **with symbols** Use a space between numbers and symbols (in text as well as in annos).

10 + 2 = 12

2.8. Remainders

2.8.1. **capital or lowercase** For Grades K–5, use lowercase "r"; for Grades 6–12, use capital "R." (By contrast, the Assessment guidelines use "R" for all grades).

$4\overline{)649}\ \begin{matrix}162\\ \text{r1}\end{matrix}$

2.8.2. **spacing** For division remainders, insert a space before, but not after, the r or R.

2.8.3. **roman** The r or R is roman, NOT italic.

2.8.4. **no equal sign with remainder** Omit the equal sign and replace it with *is* whenever a division problem has a remainder.

√ 22 ÷ 3 is 7 r1	✕ 22 ÷ 3 = 7 r1
√ 22 ÷ 3 is 7 R1	✕ 22 ÷ 3 = 7 R1

2.9. Use of *And*

2.9.1. **not to separate places** In lessons involving regrouping of numbers, never use the word *and* to separate hundreds, tens, and ones.

Regroup 14 tens as 1 hundred 4 tens.

2 tens 3 ones

2.10. Skip Counting

2.10.1. **plural for skip counting** When children are to skip count, they count by a plural number. (See also "counting by" 2.2.6.)

√ Count by twos.	✕ Count by two.

2.11. Ratios

2.11.1. **read aloud** All ratios, regardless of format, read aloud as "[first number] to [second number]." For example, 3:2, 3/2, and 3 to 2 all read "three to two."

2.12. Decimals

2.12.1. **alignment of decimals** In tabular matter, vertically align the decimal points of each column of decimals.

0.32
0.75

2.12.2. **zero with decimals** Make sure that any decimal whose value is between zero and one has a zero in the ones place.

√ 0.25	✕ .25

2.12.3. **hyphens in spelled-out decimals** Use a hyphen to name a decimal place value that is less than one and includes the word *ten* or *hundred,* as in *ten-thousandths* or *hundred-thousandths.*

2.13. Fractions

2.13.1. **numeral vs. spelled out** In general, use numerals for fractions. However, spell out fractions at the beginning of a sentence or if the fraction is a small common fraction inessential to a math lesson. For simplicity and consistency, spelled-out fractions are hyphenated in the noun, adjective, and adverb form.

Two-thirds of the pie has been eaten.
The senator won by a two-thirds majority.

Consider whether a fraction is being used as a fraction or being used to refer to or emphasize a specific part of a whole. Hyphenate when used as a fraction (as above) but not when the numerator is treated as an adjective and the denominator is treated as a noun.

> The pizza was divided into four quarters; I took three quarters and gave my dog one.
> Jed ate one third. (*One* is the adjective, and *third* is the noun; do not use a hyphen; think of *one apple*.)
> One-third of voters are undecided. (*One-third* is a fraction of voters; *Third* on its own is not used as a noun here.)

2.13.2. **stack fractions** Always stack fractions, set the fraction horizontally (NOT diagonally), and center its numerator over its denominator. If the numerator is a negative number, center the number (NOT the number *and* the minus sign together) over the denominator. If the numerator is an expression, center the expression, whether or not the expression begins with a negative sign.

√ $\frac{3}{8}$ √ $\frac{-3}{8}$ √ $-\frac{3}{8}$ × 3/8

× $\frac{-3}{8}$ BUT √ $\frac{-3+x}{8}$

√ $\frac{4}{20}$ √ $\frac{10}{16}$ × $\frac{4}{20}$

2.13.3. **words in fractions** Words in fractions are lowercase unless they are proper nouns or proper adjectives.

$$\frac{\text{students in classroom}}{\text{students in school}}$$

2.13.4. **verb with fractions** Regarding "3/8 is" or "3/8 are":

If the fraction refers to a part of a whole or to a fraction-pie model, use "3/8 is."
If the fraction refers to a grammatically plural group of items or to the parts of a group, use "3/8 are."

> Jane says that 3/8 of her CD collection is missing.
> Jane says that 3/8 of her CDs are missing.

2.13.5. **numerals & words** Never mix words and numerals when naming a fraction.

√ three-eighths × 3-eighths

2.13.6. **mixed numbers** A mixed number has neither space nor hyphen between its whole number and its fraction.

√ $1\frac{3}{8}$ × $1\ \frac{3}{8}$ × $1-\frac{3}{8}$

2.13.7. ***and* in fractions** Use *and* to separate fractions or decimals from whole numbers. In lessons involving regrouping of numbers, never use the word *and* to separate hundreds, tens, and ones.

300.5: three hundred and five tenths
305: three hundred five

3. UNITS OF MEASUREMENT

3.1. Abbreviation

See also table of unit abbreviations in 20.

3.1.1. **no plural abbreviations** Never pluralize an abbreviated unit.

√ 6 cm ✕ 6 cms

3.1.2. **K–2** Spell out units of measurement. Do NOT abbreviate.

6 inches 2 pints (Note: Use numerals for K–2, NOT spelled-out numbers.)

3.1.3. **G3–5** Abbreviations can be used for annos and tables, but in sentences, spell out the units. See table of unit abbreviations for specific abbreviations in 20.

3.1.4. **G6 and up** Spell out units of measurement, even if they are preceded by numerals. However, symbols/abbreviations can be used in art, tables, and word problems if the students have already studied them. For consistency, always abbreviate or spell out units uniformly within each problem, and, except for art and tables, never abbreviate a unit that is unaccompanied by a numeral.

3.1.5. **periods and units** Periods are NOT used after any abbreviations of units of measurement EXCEPT *in.* for inches.

K–5 For square and cubic inches at the end of a sentence, the period before the exponent can also serve as the closing period. Retain the period for *in.* even when used with exponents or when followed by a colon.

64 in.^{3} The box had a volume of 64 in.^{3}

G6 and up When *in.* is followed by a superscript or a colon, delete the period.

64 in^3 8 in. 8 in:

End-of-sentence examples:

The length of the box was 12 in. The area of the rectangle was 20 in^2.

3.2. Miscellaneous Unit of Measurement Guidelines

3.2.1. **proper names used as units of measurement** Never capitalize units of measurement named after persons. This rule applies to spelled-out units, not abbreviations and symbols.

7 watts, 7 newtons, 7 angstroms BUT 7 W, 7 N, 7 Å

3.2.2. **symbols for inches and feet** Do not use prime symbols (' and ") to represent feet and inches, except on such things as blueprints and in art captions and credits.

3.2.3. **units in a range** Repeat units in a range if the unit is set closed up with the digit, but do not repeat units that are separated with a space.

25%–50% BUT 25–50 mi (Note: Use en dashes, NOT hyphens, for ranges.)

3.2.4. **appositives and commas** In expressions such as the following, which use a measurement unit, avoid a comma after the 9. Annos that require a number sentence have a different style.

3 × 3, or 9 cm

3.2.5. **units less than one** Always use a singular unit of measurement and a singular verb with measures less than 1.

√ 0.28 inch ✕ 0.28 inches

3.2.6. **units of measurement within problems**

3.2.6.1. Within a math problem, be sure to consistently use the same units of measurement (unless the magnitude of the measurements or the math concept being conveyed dictates otherwise).

3.2.6.2. Commas are NOT used around "in units" in math problems.

What is the length in feet of the classroom?

3.2.7. **science-related math** Use metric units when teaching science-related math.

3.3. Temperature

3.3.1. **word and symbol use** Do not mix spelled-out words with abbreviations or symbols. Use symbols with abbreviations: do not spell out *Fahrenheit* or *Celsius* after a degree symbol. Use spelled-out words for temperature units together; never use *F* or *C* after the spelled-out word *degrees*. (See 4.8.4 for temperature conversion equations.)

√ 30 °C ✕ 30 °Celsius

√ 30 degrees Celsius ✕ 30 degrees C

3.3.2. **spelling out vs. abbreviating** In running text, the words *degrees* and *Fahrenheit* or *Celsius* may be spelled out, or the degree symbol may be used with the abbreviation *F* or *C*. If a project uses many such expressions, apply a uniform style. (However, in graphs, tables, and the like, always use the form with the degree symbol and *F* or *C*.) In **science and math books**, always use a numeral, the degree symbol, and *F* or *C* in expressions of temperature.

3.3.3. **spacing** When abbreviating degrees Celsius or degrees Fahrenheit, use a nonbreaking space between the numeral and the degree symbol.

30 °F 42 °C

3.3.4. ***Go Math!* spacing exception** *Go Math!* content does NOT include a space before the degree symbol.

30°F 42°C

3.3.5. **Kelvin scale** For temperatures expressed in kelvins, use neither the word *degree* nor the degree symbol, and insert a space between the numeral and the K.

√ 273.16 K ✕ 273.16K ✕ 273.16°K

3.4. Money and Monetary Units

3.4.1. **spacing after money symbol** No space is placed between a symbol for a monetary unit and an amount unless the currency symbol is expressed as an abbreviation (*DM 45 million*).

3.4.2. **consistent dollar-sign use** In sentences and paragraphs that give dollar amounts, make sure that all monetary amounts are expressed in dollars, not cents, and that amounts less than a dollar have a zero before the decimal point.

√ Jan has $1.00 and gives Jon $0.49.

✕ Jan has $1.00 and gives Jon 49¢.

✕ Jan has $1.00 and gives Jon $.49

3.4.3. ***money* vs. *cents*** Use the word *money* instead of the word *cents* in a situation like the following:

√ How much money does David have left? ✕ How many cents does Davide have left?

3.4.4. **adjacent numbers & dollar bills**

√ two $50 bills ✕ 2 fifty-dollar bills

3.4.5. **direction lines** In direction lines, our style is the following:

√ Round to the nearest ten cents. ✕ Round to the nearest $0.10 / 10 cents.

√ Round to the nearest hundred dollars. ✕ Round to the nearest $100.

√ Round to the nearest ten dollars. ✕ Round to the nearest $10.

3.4.6. **money expressions**

√ A nickel is worth (or "has the same value as") 5 pennies.

✕ There are 5 pennies in a nickel.

√ Add 15¢ and 28¢. ✕ Add 15¢ + 28¢. BUT √ Find 29 + 5.

3.4.7. **Treasury Department guidelines** Here are the Treasury Department guidelines concerning reproduction of money and postage stamps (as of 2005):

Coins may be reproduced the same size and same color.

Bills may be reproduced 3/4 of original size, or 1 1/2 times the original size.

Postage stamps have the same size requirements as that of bills.

3.4.8. **K–2 money guidelines**

Write money amounts in cent (¢) format until the dollar sign ($) and decimal points have been introduced.

This orange costs 35¢.

In story problems, after the dollar sign and decimal point have been introduced, use the dollar sign instead of the cent sign.

James spends $0.50 for juice and $1.29 for peanuts. How much does James spend?

Other kinds of problems may use either sign (dollar or cent).

$0.35 + $0.10 = $0.45
35¢ + 10¢ = 45¢

Use the word *amount*, not *sum*, for addition problems with money.

√ Count the money. Write the amount. ✕ Count the money. Write the sum.

3.5. Latitude and Longitude

3.5.1. **spelling out and abbreviating** Lowercase and spell out *latitude* and *longitude* when these words stand alone or are used in nontechnical running text. Also, spell out the direction in running text. (When it is understood that the numbers refer to latitude and longitude, the words *latitude* and *longitude* may be omitted.) The words *latitude* and *longitude* appear after the direction. In maps, gazetteers, tables, or technical copy, abbreviate the directions.

3.5.2. **spacing of degrees and primes** In expressions of latitude and longitude, insert a space before the cardinal direction. Use single and double primes (not single and double quotation marks) to represent *minutes* and *seconds.*

The landmass is located at 45º west longitude.
40º S, 90º W 15º42'15" E

If a range is referred to, the degree symbol and the words *latitude* or *longitude* are used, and the direction is given after the second number.

Look at the area of the globe between 30º and 60º north latitude.

3.6. Time

3.6.1. **general guidelines (Grades 3 and up)** When possible, give not only the hour but the minutes (so students get used to seeing time written in this way), and add *a.m.* or *p.m.*

√ 5:00 a.m. √ 5:00 p.m. ✕ 5 p.m. ✕ 5:00

3.6.2. **a.m./p.m.** Use lowercase letters with periods.

3.6.3. **schedule** In a time-schedule column, the colons are aligned vertically.

9:00
11:30

3.6.4. **Grades K–2 general guidelines**

Use *morning*, *afternoon*, or *night*, not *a.m.* or *p.m.*, to denote the time of day.

The train arrives at 9:00 in the morning.

Depending on which terms have been introduced, use either the spelled-out number and *o'clock* or numerals with a colon to show time. (Numerals may be allowed with "o'clock" for copyfitting, but use only one method per problem.)

√ Three children will leave at two o'clock. They return at three o'clock.
√ Three children will leave at 2:00. They return at 3:00.

✕ Three children will leave at 2:00. They return at three o'clock.

3.7. Months and Days of the Week

3.7.1. **in running text** Spell out the names of months in running text. When the date precedes the name of the month or when the month is not given, spell out the number or use numerals for numbers over ten. When the date follows the name of the month in text, use numerals. Notice that *-st, -nd, -th,* etc. are omitted after dates given in numerals that follow the name of the month.

the 22nd of February	BUT	the sixth of February
Washington was born on the 22nd.	BUT	I was born on the sixth.
February 22 is Washington's birthday.	AND	February 6 is my birthday.

3.7.2. **in figures and tables** In figures and tables, use the following three-letter, no-period abbreviations.

Days of the Week	Months	
Sun	Jan	Jul
Mon	Feb	Aug
Tues	Mar	Sep
Wed	Apr	Oct
Thu	May	Nov
Fri	Jun	Dec
Sat		

4. EQUATIONS, EXPRESSIONS, AND FORMULAS

4.1. Line Breaks in Equations

4.1.1. **avoid breaking equations** Avoid line breaks in equations whenever possible. If you must break an equation, break the line after an operation symbol (+, –, etc.).

4.2. Alignment of Equations

4.2.1. **align equal signs** For multirow equations, (typically) align the equal signs vertically.

4.3. Ellipsis Points in Math

4.3.1. **spacing** In math expressions, ellipsis points contain no spaces between the three points, in contrast to text usage (compare to 10.2.20).

4.3.2. **ellipses in equations** In equations, ellipsis points are centered vertically and horizontally, operation symbols are placed before and after the ellipsis points, and a space is placed between each outer ellipsis point and the adjacent operation symbol.

$3 + 3 + \cdots + 3$

4.3.3. **ellipses in series of numbers** In series of numbers, ellipses are base-aligned, commas precede and follow the ellipsis, and a space follows (but does not precede) each comma.

3, 4, 5, …, 40

4.4. Parentheses, Brackets, Braces

4.4.1. **order of grouping symbols** When expressions require grouping symbols, parentheses are used for the innermost grouping. The order from innermost to outermost is parentheses, brackets, braces, and then back to parentheses. Parentheses alone are used for multiple groupings only in the nested form of polynomials.

$(\{2.5 + [4 - (1 + 3.3)] + 5.2\})$

$f(x) = ((2.75x - 2.96)x + 3.16)x - 4.67$

4.4.2. **parentheses with units of measurement** When an addition or subtraction expression represents a measurement with units, enclose the (unitless) expression within parentheses.

$(3r + 14)$ cm $\qquad (x - 4)°$

By contrast, a multiplication expression doesn't need parentheses:

$12.5y$ in.

4.5. Addition and Subtraction

4.5.1. **vertical addition and subtraction** In an addition or subtraction equation that is worked out vertically, the rule should extend entirely under each side of the equation. In a line in which addition or subtraction is applied as the inverse operation to each side, an equal sign should not appear between the sides.

√

$$\begin{array}{rcr} x - 7 & = & 3 \\ \underline{+\ 7} & & \underline{+\ 7} \\ x & = & 10 \end{array}$$

×

$$\begin{array}{rcr} x - 7 & = & 3 \\ \underline{+\ 7} & = & \underline{+\ 7} \\ x & = & 10 \end{array}$$

4.5.2. **en dashes** En dashes are used as subtraction signs. As a mathematical operator (subtraction sign), the en dash should have a space on either side.

$-2 + -5 = -7 \qquad 10 - 6 = 4$

4.6. Multiplication

4.6.1. **dot vs. multi-cross** In multiplication equations and expressions, the multiplication dot is preferred over the multi-cross once the dot has been learned. However, the multi-cross should always be used with scientific notation and with certain spelled-out geometric formulas, such as area = length × width.

4.6.2. **dot vs. parentheses** In upper grade levels, particularly high school courses, parentheses are generally preferred over the dot. Do not use both a dot and parentheses redundantly. There are certain exceptions for which the dot is preferred, including the following:

repeated multiplication: $2 \cdot 2 \cdot 3 \cdot 3 \cdot 5 = 2^2 \cdot 3^2 \cdot 5$

multiplication of elements in matrices
in demonstrating certain properties: $a \cdot 0 = 0$
multiplication of functions: $f(x) \cdot g(x)$
to avoid repetition of grouping symbols: $10 + \{4 - [2 + (3 \cdot 3)]\}$

4.6.3. **multiplication of decimals and dots** When decimals are being multiplied, avoid using the dot, as it can be confused for a decimal point.

4.6.4. **parentheses** When parentheses are used to show multiplication of two or more numbers, the first number being multiplied is not typically enclosed in parentheses, unless the parentheses are also being used to show substitution.

4.6.5. **instances when no symbol is used** In some cases—including the multiplication of a constant by a trigonometric or logarithmic expression, the multiplication of only variables, the multiplication of only a coefficient and variables, and the multiplication of a constant and an angle measure—no symbols are necessary to indicate multiplication.

$35(29)$	$2 \log_3 x$	$35(29)(11)$	$15 \tan 31$
xyz	$4fgh$	$2\, m\angle B$	$15 \tan (\theta + 3)$

4.7. Displayed Expressions and Equations (vs. in a Sentence)

4.7.1. **avoid equations in a sentence** Use displayed equations instead of embedding equations in text whenever possible. It aids in readability.

4.7.2. **introducing an equation** When possible, form a complete sentence and use a period. Then set the equation on its own line (displayed equation).

4.7.3. **colons before equations** Avoid introducing a displayed equation with a colon. If you must do so, the colon must be preceded by either *as follows* or *the following*. With this format, do not use a terminal period after the equation.

4.7.4. **equations within a sentence when unavoidable** If the equation appears in the middle of the sentence and there is no way to avoid it, then use no punctuation at the end of the first part, display the equation (and add any punctuation necessary for syntax), and then resume text with lowercasing and ending punctuation. This will come up most often with "If . . . then" sentences.

4.7.5. **words in equations** If an equation begins with a word, lowercase the word.

4.8. Variables

4.8.1. **italicizing variables** Always italicize variables.

> Find the cost c of the tickets if the price of each ticket is \$4.22.

4.8.2. **choosing variables** Variables should not be chosen randomly (i.e., the cost c, not the cost w). Use commonly used variables, such as r for radius.

4.8.3. **variables in apposition** Do not use parentheses or commas to set off variables in apposition.

> Find the perimeter P of a rectangle with width w.

4.8.4. **variables in formulas** C (circumference), A (area), P (perimeter), V (volume), B (base area), I (interest), and P (principal) are among the variables that should be capitalized

in formulas. Others, such as ℓ (length), w (width), b (base length), h (height), d (diameter), r (radius), and t (time) should be lowercase. (Note: ℓ for length should be script *el*, not italic; see 5.6). In temperature conversion formulas, the variables used should be F and C, both capital and italic with no degree symbol.

$C = 2\pi r$ $A = \ell w$ $I = Prt$ $C = \frac{5}{9}(F - 32)$

4.8.5. **words in equations** Words in equations and are roman and lowercase.

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

4.9. Functions/Relations: Domain and Range

When giving the domain or range of a function, spell out and capitalize *domain* and *range*. If listing discrete elements, enclose them in braces and separate them with commas. If using interval notation (inequalities) to describe domain or range, do NOT use braces. Text may also be used to describe domain or range when appropriate.

Domain: {2, 4, 6, 8, 10} Range: {12, 14, 16, 18, 20}
Domain: $-3 < x < 6$ Range: $-3 < x < 6$
Domain: all real numbers

4.10. Probability Notation

In probability notation, there is no space between P and the parenthesis. P is italic, and the letter is italic when a single letter denotes an event. When words are used to specify an event, those words are not italic.

$P(A)$ P(rain today)

4.11. Matrices

4.11.1. **brackets** Use square brackets to enclose matrices.

4.11.2. **unequal column widths OK** Unequal column widths are OK in matrices.

4.11.3. **right align** Right align matrix columns, even if doing so misaligns the decimals.

5. GEOMETRY

5.1. Plane and Solid Objects

5.1.1. **K–6 terminology** In the K–6 program, use the following terms to refer to plane and solid objects.

K–2 Use *shapes* when referring to 2-D and 3-D objects or *solid shapes* when referring to 3-D objects.

Put a triangle on the square. How much of the plane shape does the triangle cover?
Which solid shape is called a cone?

Grade 3 Use *shapes* when referring to 2-D and 3-D objects, but use *figures* when referring to perimeter and area.

Grades 4 and 5 Use *figures* when referring to 2-D and 3-D objects.

5.2. Naming and Labeling Geometric Figures

5.2.1. **points and geometric figures named for points** Use capital italic letters for the designation of points and geometric figures named for points—lines, line segments, angles, polygons, etc.

5.2.2. **lines not named for points** Use a lowercase italic letter for the names of lines not named for points, except *l,* which should be script *el* and lowercase (i.e., ℓ; see 5.6).

5.2.3. **planes not named for points** Use a capital script letter for planes that are named with one letter.

5.2.4. **use symbols when possible** When referring to named angles, lines, segments, rays, triangles, and parallelograms, use the appropriate symbol rather than the spelled-out word whenever possible.

∠ABC △ABC
line *m* rectangle *QRST*

5.2.5. **capitalizing names of geometric figures**

angle, ray, line, etc. 6–8 guidelines Capitalize generic terms (*Angle, Ray, Line,* etc.) that name these items. The terms *Segment* and *Line Segment* are acceptable. Use *Line Segment* on first reference. (Note that the 6–8 style conforms to the guidelines for other generic terms used as names [see 8.7.6].)

Line *m* Rectangle *QRST*

angle, ray, line, etc. AGA guidelines Lowercase generic terms (*angle, ray, line,* etc.) that name these items. The terms *segment* and *line segment* are acceptable. Use *line segment* on first reference. (Note that other generic terms are capitalized when used as names [see 8.7.6].)

line *m* rectangle *QRST*

5.2.6. **consecutive letters for names** When labeling points of figures, do not use letters that spell out words or names. Instead use consecutive letters.

√ ∠*DEF* ✕ ∠*DOG* ✕ ∠*PAT*

5.2.7. **avoid *O* as label** Do not use *O,* ("O"), in figure labels—even for the origin—because it can be confused for zero.

√ ∠*PQR* ✕ ∠*NOP*

5.2.8. **labeling unrelated adjacent figures** Label unrelated successive figures with entirely different sets of letters.

1. △*ABC* 2. △*XYZ*

5.3. Degree Symbol and "m" with Angles

5.3.1. **angle measures** Always use the degree symbol when discussing the measure of an angle. Use a roman *m* ("m") and no space before the angle symbol. The degree symbol is closed up to the number.

$m\angle ASC = 70°$

5.3.2. **K–5 angle measures** Use a lowercase roman *m* for the measure ("m") of an angle and use a capital italic letter for the name of the angle.

$m\angle A$

5.3.3. **addition or subtraction expression representing the measure of an angle** When an addition or subtraction expression represents the measure of an angle, enclose the expression in parentheses. Do not enclose simple multiplication expressions in parentheses.

$(x + 3)°$ $4x°$

5.4. Overbar with Lines, Segments, and Rays

When referring to lines, segments, rays, and vectors designated by two letters, always use the appropriate overbar over the letters. (Note: The ray and vector symbols are different.)

Use the two-letter form without an overbar for references to distance only.

$\overline{AB} \parallel \overline{CD}$, but AB = 6 in.

5.5. Transformations

Program art style guide will determine how to style lines of symmetry, preimage, and image.

5.6. Labeling Using the Letter *L*

When labeling a line *l* (*el*) or using the letter *l* to represent length, use a script *el*. (i.e., ℓ). Avoid using the variable *l* in nongeometry contexts. To indicate a script *el* in a PDF, circle the *l* and write "script el" in the margin. When naming a line with any other letter, use italics.

5.7. Names of Sets

Use italics for the names of sets.

set *B*

6. TABLES, GRAPHS, AND ART

6.1. Tables

6.1.1. **titles** If a table has an overarching title, use title case and boldface.

6.1.2. **column heads, stub column heads, stub entries, spanner heads** Capitalize only the first letter of the initial word in a stub entry or a column, stub column, or spanner head

(sentence-style capitalization). Heads are boldface; stub entries are not (except in two-way frequency tables).

6.1.3. **cell entries** Use lowercase for cell entries that are words, except in the case of proper nouns.

Table Title

Stub column head	**Spanner head**		
	Column head	**Column head**	**Column head**
Stub entry	cell entry	cell entry	cell entry
Stub entry	cell entry	cell entry	cell entry
Stub entry	cell entry	cell entry	cell entry

6.1.4. **cell entries vs. stub entries** One way of thinking about cell entries is that they are the values, entries, or outputs that, if they were graphed, give the *y*-values of ordered pairs. Likewise, stub entries give the *x*-values, or inputs, of ordered pairs.

6.1.5. **two-column tables** The following table shows the correct terminology and styling for two-column tables.

Stub column head	**Column head**
Stub entry	cell entry
Stub entry	cell entry
Stub entry	cell entry

6.1.6. **units of measurement** Put units in parentheses in column and row heads.

Amount earned ($)
Length (cm)

6.1.7. **variables** If there is a variable following a row or column heading, use a comma in front of the variable.

Money Earned from Tutoring		
Number of students, x	1	3
Amount earned ($), y	30	90

6.1.8. **two-way frequency tables** See the following table for our preferred style (and note that the entire column of stub entries is boldface).

Student grade level	Preferred aide-mémoire			
	Rote memorization	Paraphrastic limerick	Shakespearean soliloquy	Total
First	43	56	3	102
Second	44	57	7	108
Total	87	113	10	210

6.2. Graphs

6.2.1. **titles** Graph titles should be title case.

6.2.2. **axes** Axis labels should be initial capped.

6.2.3. **units of measurement** When labels, including axes, include a unit of measurement, place the abbreviation or symbol in parentheses. Do not use the word *in* or the spelled-out unit of measure (although allowances can be made for K–2 content). Whenever possible, the label should include a general term and a unit of measure in parentheses. If the label refers to countable entities that aren't, strictly speaking, units of measure, the label should just be the appropriate plural noun (without the words "number of" preceding it).

Building height (ft) Cost ($) Marbles

6.3. Coordinate Graphs

6.3.1. **origin** Prefer a single zero, "0," to label the origin, rather than any of the following: italic capital O for *origin*, "*O*"; two zeros, one for each axis; or (0, 0). Omit the single zero labeling the origin only if it crashes with other art elements. Make exceptions for specific pedagogical purposes.

6.3.2. **ordered pairs** Insert a space following the comma in ordered number pairs.

(1, 0) [NOT (1,0)]

6.3.3. **labels** Label ±5 when appropriate.

6.3.4. **grid** Use a 10 × 10 grid when possible.

6.3.5. **arrows** Once positive and negative numbers are introduced, grids should have arrows in all directions, unless (as is the case for some real-world problems) numbers in a quadrant or quadrants do not make sense for one or both axes.

6.3.6. **points on graph** Use capitalized italic letters to label points. In-text references to these points also use capitalized italics.

6.3.7. **directions** Use the terms *up, down, right,* and *left* when locating points.

A is 3 units up and 4 units right.

6.4.Picture Graphs

6.4.1.**graph key** In a pictograph (picture graph), each picture or symbol can stand for one or more objects. If pictures or symbols represent more than one object, a key—for example: **Key: Each [child symbol] = [5 children].**—appears at the bottom of the graph.

6.5.Venn Diagrams

The names of the sets should be title case, and the individual elements should be initial cap. If the Venn diagram has a title, the title should be title case. When referring to Venn diagrams in text, the word *Venn* should be capitalized but the word *diagram* should be lowercase.

6.6.Stem-and-Leaf Plots

The column heads on a stem-and-leaf plot should read "Stem" and "Leaves" and be boldface. The key should be set below the plot and right aligned. The data should not be separated by commas.

6.7.Tally Tables

The slash mark used to denote the fifth element in tally notation should slant from upper right to lower left through four vertical marks. In the manuscript, the slash needs to be written in and circled.

K–5 In tally tables, tally marks should be left aligned.

6.8.Labels in Art

Initial cap labels in artwork (sentence-style capitalization).
Nonsentence labels for set-off numbers or equations are also initial capped.

6.9.Clock-Face Art

6.9.1.**art preferred** When possible, use art rather than photos for clock faces. Photos may be used to provide a more real-life setting, but be certain that numerals are clear and that a strong distinction can be made between hour and minute hands.

6.9.2.**roman numerals** If clock faces with roman numerals are used, the TE should contain a note to explain that the roman numeral for "four" shown on such clocks is sometimes IIII, not IV

6.9.3.**K–2 clock faces** Do not show a second hand on clock faces in Grades 1 and 2. The hour hand **must be** shown at the appropriate distance between hour marks to show times to the half hour, quarter hour, and minute.

6.10. Consistency in Graphs and Tables

Copyeditors should watch for consistency of styling in graphs and in tables. Inconsistencies should be queried. Style points such as the following should be checked for consistency in titles and labels:

Presence of titles and labels
Capitalization
Boldfacing/lightfacing
Positioning
Appropriate wording
Use of singular or plural (Titles are typically plural, except for "Favorite [Book]" Labels for axes on graphs and for column headings and row headings in tables are typically singular, as long as the categories are sensibly named with singular nouns.)

6.11. Number Cube Art

Numbers shown on a number cube should all be shown upright, even though they do not appear this way on the actual cube.

6.12. Price Tag Art

Show type-set numbers on price tags (rather than child-lettered). Price tags should be shown in a horizontal position, not slanted, for ease of reading. Show strings on price tags when they could logically be attached to objects that way. Otherwise, price tags should be on tabletop cards.

6.13. Animals in Art

Do NOT depict animals in a circus setting, and avoid images associated with the use or exploitation of circus animals, such as photos of seals balancing balls on their noses.

7. MATERIALS LISTS AND VOCABULARY LISTS

7.1. Materials Number

When used as a head, *Materials* is always plural, even if only one item is listed.

Materials: scientific calculator

7.2. Capitalization

In materials lists, set the head title case and lowercase each item.

7.3. Commas Between Terms

If a materials or vocabulary list is stacked, use no commas after the terms. If the list is run-in, separate terms with commas.

Materials: 2 paper clips, scientific calculator, ruler, 3 rubber bands
Vocabulary: triangle
Fibonacci sequence

7.4. Amounts

Use numerals in materials lists, except if only one is needed.

4 pushpins, protractor, 5 rubber bands

8. EXERCISES, DIRECTIONS, AND QUESTION-AND-ANSWER STYLE

8.1. Directions (all grades)

8.1.1. **positions on page** Don't specify position of tables, art, etc. in directions. Because the layout is not determined by the Storyboards, directions should never refer to the position of tables, art, etc. In other words, do not say "In the diagram below/at the right/etc."

8.1.2. **single problems** Single exercises do not have direction lines. The prompt should be incorporated into the statement of the problem.

8.1.3. **multiple problems sharing a direction line**

Direction lines are written so that they refer to more than one exercise. *Each* is acceptable in longer direction lines to prevent ambiguity.

Example: Find the area of each figure.
Non-example: Find the area of the figure.

Generally, use the singular in direction lines.

√ Label each triangle. ✕ Label the triangles.

The word *each* is not required in simple direction lines such as the following:

Find the sum.	Find the difference.
Find the product.	Find the quotient.
Write in words.	Write a number sentence.

Also be careful of cases where *each* might introduce unintended meanings.

Which expression could be used to estimate each product?

The above sentence literally asks for the expression that gives a reasonable estimate for *every* product listed (i.e., a one-to-many match), but the intended request is to match each expression to a specific product (one-to-one): "For each expression, find the product it estimates."

8.1.4. **present tense** Present tense is preferred, but not essential, in word problems.

8.1.5. **references to problems** Avoid unnecessary references to specific exercises. However, it is okay to refer to exercises by number when an instruction line refers to exercises that continue on the back of the page or when the instruction line would not make sense otherwise.

8.2. K–2 Directions

8.2.1. **sentences per line**

At the beginning of the Student Edition, direction lines should be set at only one sentence per line. Use a second line for a second sentence. Sentences should be very brief.

How many clowns are there?

Circle the number.

Farther on in the Student Edition, the rule is the same unless it is absolutely necessary to place more than one sentence on a line.

8.2.2. **student vs. child** Refer to K–2 children as *children*, not *students*. (*Student* can be used instead of *child* if that is the preferred, consistent style for the relevant program or product.)

8.2.3. **capitalize key words** Words that children should circle or cross out should be capitalized in the direction line. (See also in capitalization, 10.4.7.)

direction line (capital): Circle Yes or No.
response area (lowercase): There is 1 box on the table. yes no

8.2.4. **circle objects** When asking students to draw a line around one object or a group of objects, use *circle*, not *loop* or *ring*.

Circle the animal that is inside the fence.

8.2.5. **cross out** Use the words *cross out* when asking children to cross out an item. Do not ask them to make an X.

8.2.6. **place value and grouping** Use the terms *ones*, *tens*, and *hundreds* when referring to grouping and place value.

Write how many tens and ones there are.

8.2.7. **sum** For addition problems, use the term *sum*, except when the problem concerns money.

Use doubles plus one to write the sum.
(BUT Find the amount that each child spends.)

8.2.8. **check mark** Use the symbol √, not the term *check mark*. The symbol is easier to read.

Put a √ next to the row with the most coins.

8.2.9. **subtraction** For subtraction problems, use the terminology that is appropriate for the chapter. For example, use *take away* (and *left*), not *subtract*, until the term *subtract* has been introduced.

Start with 5. Take away 1. 4 are left.

8.2.10. **lettered parts** Problems cannot have lettered parts in Grades K–2.

8.3. Ranges of Items and Pairs of Items

When listing problems, pages, lessons, modules, or other items, use a comma or "and" (there may be specific guidelines depending on what is listed and where to determine whether the comma or "and" is appropriate) between two numbers or letters, even if they're consecutive. Use an en dash to indicate a range of numbers or letters.

A–C. See Additional Answers.
A, B. See Additional Answers.
6–8. See Additional Answers.
6, 7. See Additional Answers.
6. A, B. See Additional Answers.

6. A–C. See Additional Answers.

8.4. Interdependent or Multistep Exercises

Numbered exercises should be independent of one another. Exercises that build off one another, such that you need information or an answer from one to do the next, must be lettered parts of a single numbered exercise. (Except in Grades K–2; see 8.2.9.)

8.5. Story Problems

8.5.1. **complete sentences** Use complete sentences for story problems unless copyfitting demands otherwise. (See more about numerals versus words in various contexts and grades in section 2, and in story problems in 2.1.3.)

✗ 2 cats. 1 more comes. How many now?

√ 2 cats drink milk. 1 more comes. How many cats drink milk?

8.5.2. **realistic scenarios** Ensure that story problems are realistic and relatable, even for young students. Avoid, for example, unrealistic scenarios in which 7-year-olds purchase or slice pizza on their own, eat unreasonably large portions of cake, build 35 sandcastles in a day, own huge coin or stamp collections, or spend allowances of $50.00.

8.5.3. **health and safety** One questionable story had a dog eating chocolate, which is harmful to dogs. Avoid stories like this. (See also the CEID guidelines.)

8.6. Surveys

8.6.1. **titles** Titles of survey tables should be plural.

Our Pets
Favorite Fruit (*fruit* is the first plural form listed in the AHD5)
Toys We Like Best

8.6.2. **favorites—right and wrong** In a survey about favorite items, a person's vote indicates only what they like best, NOT what they dislike, like but don't favor, etc. Avoid asking students questions for which the survey provides no answer.

✗ How many people like blue?

✗ Which color is liked the least?

An item can be liked without being the favorite, and votes for favorites say nothing about what is liked the least, so both questions are unanswerable.

√ How many people like blue the best?

√ Which color got the fewest votes?

8.7. Question Style

8.7.1. **columns** Multiple columns of exercises are set horizontally. This can vary if a set of questions is preparation for a standardized test that uses a different format.

Add.
1. 24 + 12 **2.** 13 + 12 + 14
3. 55 + 122 **4.** 10 + 110

8.7.2. **punctuation with number patterns** In exercises showing number patterns, use commas, even if the numbers themselves have commas.

14,000, 14,100, 14,200, ____, ____

8.7.3. **punctuation with lists of numbers** In listing numbers from least to greatest (or vice versa), use semicolons to separate the numbers if any listed number contains a comma; otherwise, use commas.

(problem) Write in order from greatest to least. 3,429; 3,492; 3,094
(anno) 3,492; 3,429; 3,094
4, 7, 12, 107

8.7.4. **comparisons** In exercises comparing two values, a box should be placed between the values.

Compare. Write <, >, or =.

1. 46,495 ☐ 46,594 **2.** 162,648 ☐ 126,498 **3.** 3,654 ☐ 3,645

8.7.5. **referenced equations** Referenced equations are labeled with capital roman numerals and on a separate line from the stem.

Which equation(s) have the solutions –1 and 5?
I. $x - 2 = 3$ II. $2 - x = 3$ III. $3x - 2 - 12 = -3$
A only I **B** only II **C** only III **D** I and III

8.7.6. **generic names in exercises** Capitalize generic names. (Exception: In AGA, do not capitalize generic names of geometric figures [see capitalizing names of geometric figures 5.2].)

Car A Runner B

8.7.7. **essay question style** Essay questions should consist of either a broad question or a question that outlines exactly what information should be included. They should take into account the time an average student would take to answer them.

Example of an Essay Question
You want to buy mangoes and strawberries for a salad. A one-pound package of strawberries is $3 and mangoes are $1 each. You need at least 2 packages of strawberries and at least 4 mangoes. The most you can spend is $15. Write and graph a system of linear inequalities that shows the number of strawberry packages x and the number of mangoes y that you can afford.

8.7.8. **open-response questions** In math, this could refer to problems with a finite answer or many possible answers. Either way, such problems must always have students show how they solved the problem or explain their reasoning.

In earlier grades, the instruction takes the form of "Show your work using numbers, pictures, or words."

Find the percent change in the area of each glacier from 1958 to 1973. You can find the percent change by using the formula given below. Show your work.

A string is 24 centimeters long. Sue cuts off a piece of the string. Now the string is only 5 centimeters long. How many centimeters of string did Sue cut off? Draw a picture to help you find the answer.

8.8. Answer Style

8.8.1. **length of annos** The answers for a particular problem should fit as annos on the student page.

8.8.2. **be concise** Be concise without being ambiguous. Because space is limited, answers will often have less punctuation.

8.8.3. **sentence fragments** Lowercase all answers that are not complete sentences. Do not end a sentence fragment with closing punctuation. (In annos, you will often avoid complete sentences to save space.)

yes, because the digits are the same

8.8.4. **abbreviations** Units of measure should be abbreviated in annos, unless the question asks for them to be spelled out.

8.8.5. **roman type** Annotations should be set in roman, not italics.

8.8.6. **short answers** When they are used on their own in annos, use lowercase letters for *yes, no, add, subtract*

yes
no
add
subtract

8.8.7. **references to exercise numbers** Use *Ex.* rather than the # symbol to indicate an exercise number.

Use the graph to answer Ex. 3.

8.8.8. **semicolons in annos** Do NOT use semicolons within answer sentences (but see also punctuation with lists of numbers 8.7.3). Semicolons should be used only to separate two or more different answers.

John has a car. He likes to drive.
(NOT) John has a car; he likes to drive. (unless they are answers to two separate questions: Does John have a car? Does John like to drive? See 8.8.13.)

8.8.9. **colons in annos** Use a colon after similarities and differences.

similarities: more speed; differences: less safety

8.8.10. **numerals in annos** Use numerals for numbers that would normally be spelled out in running text.

8.8.11. **symbols in answers** If a direction line tells the student to use the less-than or the greater-than symbol, the anno should be written using the symbol.

8.8.12. **multipart answers**

answers to more than one question If an exercise has more than one question, treat the answers as separate answers. Treat "Explain" as a separate question.

Q: Who earned more? Explain.

A: Pat; Pat earned $75.50. Kris earned $72.25.

use semicolon to separate parts Separate the parts of a multipart answer with a semicolon.

cheetahs; 80 mi/h; the amount of rainfall

punctuation of multipart answer If the answer or list of answers ends with a full sentence, use a closing period. Do not use a closing period if the answer ends with a fragment, even if there are full sentences anywhere within the answer. Do not end a sentence with a period if it immediately precedes a semicolon. Essentially, punctuate each answer as if it were a single answer, use semicolons to separate the single answers, and drop any periods that directly precede a semicolon.

two times the width; The length is 8 ft.
The length is 8 ft; two times the width
Possible answer: The ball could bounce in two directions. The correct direction could be left or right; two times the width

capitalization of multipart answer Regardless of their position in a multipart answer, use an initial cap for the first word of a sentence as well as for any proper nouns, and for "Possible answer" (see 8.8.14). Use lowercase otherwise. Essentially, treat each answer as if it were a single answer, and then use semicolons to separate the single answers.

cheetahs; The ball could bounce in two directions; 80 mi/h; a duck; Javier, not Alex
yes; The ball could bounce in two directions.

8.8.13. **possible answers** When one or more parts of an answer may vary, use "Possible answer" followed by a colon in front of the first part that varies. Don't repeat it unless the answer to an interim part is unique followed by another part that varies.

cheetahs; 80 mi/h; Possible answer: because the amount of rainfall is not known
Possible answer: because the amount of rainfall is not known
Possible answer: because the amount of rainfall is not known; a mountain; 80 mi/h
Possible answer: gazelles; 80 mi/h; Possible answer: because the amount of rainfall is not known
Possible answer: The ball could bounce in two directions. The correct direction could be left or right.

answers may vary When answers will vary, a variety of wordings for notes to the teacher may be used before "Possible answer:" and they do not need be used in each instance.

Answers may vary.
Answers will vary.
Answers will vary. Encourage discussion.
Accept reasonable responses. Check students' coloring. Check students' work.
Check students' drawings.
(NOTE: Use *child* rather than *student* for Grades K–2.)

Annotations after a teacher's note such as "Answers may vary" need a semicolon.

Answers may vary; mystery books
Answers will vary; Possible answer: mystery books

8.8.14. **K–5 use labels with numerals** In word problems, there is typically a label with a numeral.

David has 2 cars.
He gets 2 more.
How many in all?
4 cars
Other examples: 47 giraffes, 59¢, 19 marbles

8.8.15. **K–5 number sentence** When a student is asked to write a number sentence and the answer is to have a label, write the anno as shown.

How many baskets did he have? Write the number sentence.
(anno) 5 baskets; 3 + 2 = 5

8.9. Answer Blanks

8.9.1. **blue-filled box** Use blue-filled boxes when it is confusing to have a line—for example, when there is a missing digit within an algorithm. A long-division problem may show most digits in black and several blue boxes in which students are to write the missing digits.

8.9.2. **write-on line** Use lines within number or word sentences and for problem answers.

8.9.3. **blue-filled box with line** Use a blue-filled box with a line at its base for labels within graphics or in places related to graphics, especially when a label consists of more than one word.

8.9.4. **color-coded box** Occasionally, in complex situations, use color-coded boxes (either filled boxes or unfilled, outline boxes) to match colors in nearby displays. To maintain accessibility, the color-coding should not be the only cue that allows students to correctly answer the question.

8.9.5. **unfilled blue circle** Use an unfilled blue circle when students are asked to write a comparison symbol (e.g., <) or an operation symbol (e.g., +). If a symbol is left out but students are not asked to fill it in, use a gray circle.

8.9.6. **no answer blank** Sometimes, when the position for an answer is clear, use no answer blank at all. For example, there may be no answer blank at the bottom of a vertical multiplication problem.

8.9.7. **cells in charts** Sometimes, such as when a chart is presented in which students are to fill in some missing cells, use no answer blank if it's obvious from the directions that students are to fill in the missing cells.

8.9.8. **matching exercises** Small gray dots are often used for matching exercises. For example, if students are to match terms in one column with definitions in another column, a gray dot may be placed next to each term and next to each definition. Students are then to draw a line between a term's dot and the correct definition's dot. When matching items are given in a table format, use a small, unfilled blue box.

8.9.9. **gray box for missing part** Small gray boxes (or other gray shapes) are used to indicate missing parts in an exposition. Students are not to fill in these small gray boxes. However, problems following the same pattern might later have regular blue answer blanks where the gray boxes had been.

8.9.10. **multi-select items** In multi-select items, use a small, blue, open box instead of letter answer choices.

9. CALCULATOR STYLE

9.1. Calculator Font

Calculator font (sans serif and boldface) is used for references to text on the screen or to menu names on a graphing calculator. In calculator font, x is capitalized and roman and there are no internal spaces.

> Have students go to the **Y=** editor and enter **(4X+1)^2.**

Menu names are shown with all capital letters.

> the **MODE** menu

9.2. Calculator Keys

9.2.1. **preferred terms** You *press* keys and *select* or *choose* features or functions from on-screen menus. Use the term *key* rather than *button.*

9.2.2. **key art for keystrokes** When keystrokes are given, calculator keys appear as keys in the text. (In manuscript, set anything that will be shown as a calculator key in square brackets and write in the margin "Calc Key." Actual key art will be in tech art spec library.)

> Press [key name], enter the equation, and then press [key name].

9.2.3. **menu without keystrokes** After the key is pressed, a menu of text appears. When a menu is referred to by name but no keystrokes are given, the menu name is typed in calculator font.

> Select the proper settings from the **MODE** menu.

9.2.4. **menu selections** When selecting an option from one of these menus, use calculator font to show the selection.

> Have students press [key name], select **NUM**, and then select **5:int(**.

9.2.5. **secondary functions** When referring to a secondary function on the calculator, state that the menu can be accessed by pressing [key name] and the key below it. Show both the key and the secondary-function text above it.

> Find the zeros by using the **CALC** menu, which can be accessed by pressing TRACE. [*The text "CALC" should be shown above the Trace key.*]

9.2.6. **series of keystrokes** In a long string of keystrokes, do not precede each keystroke with *press* or *select*. Combine them into one sentence and precede the entire string with the word *press*.

Press **9:Circle(2 ▭ 3 ▭ 6** . [*The text "DRAW" should be shown above the Program key.*]

9.2.7. **numbers are not key art** Numbers are *always* typed in calculator font, not shown as keys. The only exception to this rule is when the secondary functions of the number keys are mentioned; then the key and the number are used.

10. GRAMMAR AND MECHANICS

10.1. Hyphen in Compound Terms and Special Situations

10.1.1. **compound adjectives** Observe the CMS17 general style of hyphenating compound adjectives when they appear before a noun.

Real-World Problem	real-world problem
different-sized pieces	equal-sized pieces

When the compound adjective follows the noun, do NOT hyphenate. (See exceptions for spelled out decimals, 2.12.3, and fractions, 2.13.6.)

That is an open-ended question.	That question is open ended.

Confusion can arise because the same words can be used as a compound adjective, or as a single adjective and a noun. The former is hyphenated, the latter is not.

This is a one-step problem.	BUT	One step is required.
This is a real-world problem.	BUT	Welcome to the real world.

10.1.2. **technical terms** In any compounds formed with technical math or science terms, hyphens may help ensure clarity because students won't be as familiar with them as with compounds formed with everyday terms. Some content areas have conventions for hyphenating specific technical terms.

perfect-square trinomial

10.1.3. **word and numbers** Some examples of hyphens in number and word combinations:

He used a 1-inch piece of board. BUT He cut 1 inch off the board.
(adj.) (n.)
She made a 1/2-inch cut. BUT The length is 1/2 inch.
2-inch by 2-inch rectangle
four 1-inch nails
5- and 8-dot cards (Note the space after the first hyphen.)

10.1.4. **time** For writing out times of day:

ten-forty BUT ten forty-five

10.2. Commas

10.2.1. **commas in series**

Use the Oxford (or serial) comma (the comma before the conjunction that joins the final word in a series).

men, women, and children

For a series in which commas are used for other purposes, use semicolons to separate the items of the series.

big, hungry dogs; nervous kittens; and tiny mice
25,000; 3,000; 300

10.2.2. **commas in materials lists** Items in materials lists should be separated by commas with no *and* before the last item.

Materials: construction paper, scissors, glue

10.2.3. **commas in modalities** Modalities should be separated by commas, not slashes.

Modalities: Visual, Auditory, Kinesthetic

10.2.4. **comma between adjectives** Use a comma *between two adjectives* if you could replace the comma with the word *and* and the resulting phrase would not sound strange.

a cool, humid climate (*a cool and humid climate* sounds okay)
a happy little girl (*a happy and little girl* sounds strange, so omit the comma)
lush tropical islands (*tropical islands* is an entity)
large wood lodges
a hard, shiny, black stone

10.2.5. **comma after introductory phrase or clause** Use a comma following any introductory phrase or clause that is more than one word long.

imperative Use a comma between an introductory phrase and an imperative.

When in Rome, speak Roman.
In the first paragraph, greet your friend and tell him or her why you are writing the letter.

short introductory adverb After a single adverb, a comma is unnecessary UNLESS the adverb belongs to a series of time-order words (first, next, etc.).

In 1952, Abe moved in next door.
On the Reports tab, click Students.
After the war, there were many veterans looking for jobs.
In Chapter 12, we will learn about evolution.
However, we will stay the week.
To Mary, Roger seems ideal.

Look it up. Then write a sentence.	BUT	First, look it up. Then, write a sentence.
Now solve for *x*.	BUT	Before, you found *y*. Now, solve for *x*.

multiple prepositional phrases Use a comma after a series of <u>two</u> or more introductory prepositional phrases.

In winter at school, . . .
In the city in summer, . . .

10.2.6. **comma to separate main clauses** Always use a comma to separate the main clauses of a compound sentence unless both clauses are short and closely connected in thought.

The editor attempted to keep the author's style intact, but the author objected to even the most minor changes.
The snow fell and schools closed.

10.2.7. **comma splice** Do not link two main clauses with only a comma.

✕ The editor read the proofs cold, then she added the copyeditor's corrections to her set.

NOTE: The word *then* is not a coordinating conjunction that HMH uses (this varies from CMS17 6.57). Use "and then" in Into Math.

NOTE: We may have to live with comma splices in permissioned material, but we should not tolerate them in newly written material. Either insert a conjunction after the comma (such as *and*) or change the comma to a semicolon. Alternatively, change to two sentences.

10.2.8. **commas with *you* as a subject** The meaning of the *you* (understood) sentence often determines whether a comma is appropriate or not.

Ask students to come up with several questions, and write them on the board. (The students create questions, but the teacher writes them on the board.)
Have students come up with several questions and write them on the board. (The students create the questions and write them.)

Sometimes the meaning is clarified by breaking one *you* (understood) sentence into two.

Ask students to come up with several questions. Write the questions on the board.

10.2.9. **commas with compound predicate** Generally, do not use a comma before the second part of a compound predicate.

They walked around the block and watched the office workers hurrying back to their desks.

Use a comma before the second part of a compound predicate if the tense or mood changes or if the comma is needed for clarity.

They had come a long way since that morning, and looked forward to a good dinner and a restful evening.
He watched with fascination the fingers that glided so smoothly over the keyboard, and plucked a handkerchief from his pocket. (The comma in this example is useful for clarity—to prevent a momentary misreading: "as the fingers glided over the keyboard . . . and plucked a handkerchief.")

10.2.10. **commas with subordinate clauses** Do not use a comma to connect two subordinate clauses joined by a coordinating conjunction.

Everyone needs friends who are loyal and who do not reveal secrets.

10.2.11. **commas after transitional expressions** Use a comma after most *transitional expressions*, such as the following, unless the meaning of the sentence is clearer without a comma.

However,
Also, Besides, In Addition,
As a result, Consequently,
After all, On the whole, Ultimately,
As a rule, Generally, Usually, In general,
In other words, Namely, That is,
Instead, On the contrary, On the other hand,

In any case, At any rate, Even so, Still,
By the way, Incidentally,
For instance, For example,
So, Thus, Yet, (commas optional; consider meaning)
First, Next, Then, At first, Finally, In conclusion (Use a comma after *Then* only when other time-order words are being used [see 10.2.5].)

10.2.12. **commas with independent comments** Use commas to set off most independent comments—words or phrases that aren't essential to the meaning of the sentence.

By all means, Indeed, Yes, No,
If possible, Literally, Theoretically, According to them, In our opinion, In reality,
To say the least,
Clearly, In fact, Obviously, Unfortunately,
Apparently, Presumably

10.2.13. **commas with interjections** Use commas in interjections such as the following.

Oh, my! Oh, dear!
Well, then . . . Well then, . . .

10.2.14. **commas with time-order words**

Use a comma after time-order words that identify sequence.

First, the editor reviewed the copyeditor's style sheet.
Second, the editor and copyeditor met to discuss issues that had been raised on the style sheet.

But it is usually unnecessary to use a comma after *Then*.

Then the teachers were treated to a tour of the Production and Design departments.

10.2.15. **commas with appositives or other nonessential elements**

Use commas to set off appositives that are parenthetical, or nonrestrictive (nonessential).

My brother, John, wears green clothing. (Writer has only one brother, so the name is parenthetical.)
My brother John wears green, but my brother Jim wears brown. (Writer has more than one brother, so names are restrictive—they restrict, or make more specific, the meaning of *my brother*.)
My husband, Jack, wears black. (*Jack* is parenthetical.)
NEVER: My husband Jack wears black.
Read the book *Words into Type*.
This book, *Words into Type*, has wonderful pictures.

Use commas to set off an element that is not essential to the meaning of the sentence.

Most mammals, such as horses and sheep, live on the land. (not essential)
Mammals such as whales and dolphins live in the sea. (essential)
His car, which was in a bad accident, is not worth repairing. (not essential)
The car that was in a bad accident is not worth repairing. (essential)

10.2.16. **commas with definitions** Remember to use both commas when you define a word in context, since the definition is parenthetical.

> Use the context, or the surrounding words and sentences, to help you figure out the meaning of the new word.

10.2.17. **commas with other parenthetical constructions** Use a comma to set off other parenthetical words and phrases.

> The rules in Washington, D.C., are made daily.
> The change on October 15, 1989, was unexpected. (BUT: The change in October 1989 was unexpected.)

Do not use commas before and after *do you think.*

> Why do you think Bonesy and Isabel became friends?

10.2.18. **commas with other punctuation** Drop the comma when the name of a selection that is in quotation marks ends in a question mark or an exclamation point.

> In the selection "Volcano!" the author . . .
> In the poems "What Is Red?" "What Is Yellow?" and "What Is Blue?" what . . . ?
> (BUT: When you come to the word Stop!, put a . . .)

10.2.19. **commas with *too* and either** Do NOT use a comma to set off *too* or *either* at the end of a sentence.

10.2.20. **commas with ellipsis points** There should be a space between a comma and the ellipsis points that follow it, just as there should be a letter space between adjacent ellipsis points. (But see 4.3 for ellipses point within math expressions.)

10.2.21. **no commas with personal names** Do NOT use commas to set off *Jr.* and *Sr.* or *I, II, III,* and *IV*.

> Charles Williams Jr. Charles Williams III

10.3. Punctuation (Miscellaneous)

10.3.1. **periods and equations** Make sure an equation that appears at the end of a sentence is followed by a period. No period is necessary if the equation is displayed (set off by space above and below; see formatting equations in 4.7).

> $3 + 5 = x$
> Solve the equation $3 + 5 = x$.

10.3.2. **quotation marks in direction lines** In direction lines, do not use quotation marks (or italics) to set off any symbols involved.

> Examples: Write + or –, Write > or <.

10.3.3. **semicolons and objectives** A semicolon should be used to separate objectives listed together.

> To solve . . . ; to understand . . .

10.3.4. **semicolons and annos** Semicolons are used to separate answers to multiple questions (see section on annos 8.8).

10.3.5. **colons and ratios** There is no space before or after the colon in a ratio.

3:2

10.4. Capitalization

10.4.1. heads and titles

Lowercase articles (*a, an, the*), coordinating conjunctions (*and, but, or*), the word *to*, and prepositions of four letters or fewer (*to* and *with*). Exception: Always cap the first and last words of heads, titles, and subtitles.

Keep an eye out for small words that are often lowercased when they should be capped: *Is* (and other forms of *be*), *It, That, About, Our, No, Not, Who.*

Life Under the Old Regime (Five-letter preposition is capitalized.)
Bessie Smith: A Biography (First word of a subtitle is capitalized.)
The Sea Is a Harsh Mistress (*Is* is a verb, not an article or preposition.)
How to Fix It Right (*It* is a pronoun, not an article or preposition.)
Men with Old Hats (Four-letter preposition is not capitalized.)
Thinking like a Writer (Not *As* or *Like*—in this example, *like* [meaning "in the manner of"] functions as a preposition. Because it's a four-letter preposition, it should be lowercased.)
The Cake That Mack Ate (*That* is a pronoun used to introduce a restrictive clause.)

In general, capitalize the second part of a hyphenated compound in titles and headings.

Self-Assessment; Cross-Cultural Viewpoint
Warm-Up
My Father-in-Law's Daughter
Summer-School Fever

10.4.2. **names of properties** Mathematical properties are title case. This styling also applies to math-specific theorems, such as *Pythagorean Theorem*, and other such terms primarily associated with the discipline of mathematics.

Commutative Property
Associative Property of Addition (and others)

HOWEVER, this style rule does NOT apply to laws, theorems, and principles primarily associated with other disciplines (see 10.4.3).

10.4.3. **laws/theorems/principles** For laws, theorems, principles, and so on that are primarily associated with a discipline other than mathematics (e.g., chemistry, physics, biology), capitalize only the proper names that are related to those terms.

√ Avogadro's theorem	√ Planck's constant	√ Newton's first law
BUT	√ Pythagorean Theorem	✕ Pythagorean theorem

10.4.4. **references to sections of books, components, steps, etc.**

running text In running text, use caps/lowercase roman for references to parts of the textbook that are labeled as such: Glossary, the Index, the Table of Contents, Chapter 5, Lesson 3 (not Lesson Three) Section 3, etc.

component titles Cap (and italicize) references to most component titles. Exceptions: References to Student Edition and to Teacher Edition are capitalized with no italics.

numbered or lettered terms Also capitalize terms such as Step 2, Figure A, Question 2, Column 3, Box 1.

grades Capitalize references to specific grades.

suitable for Grade 1
suitable for all grades

10.4.5. **school subjects** Generally, names of subject areas are not capped.

reading; language arts; English composition; a master's degree in English; degree in drama

10.4.6. **elliptical constructions** Fragmented (elliptical) questions are undesirable. However, if an elliptical question can't be avoided, lowercase the first word following each question mark.

What is the perimeter of the square? of the hexagon?
What does plus (+) mean? minus (–)? equals (=)?

10.4.7. **Yes/No/Right/Wrong** Some of the following examples have been taken from various levels of HMH texts. They represent the most common usages of their respective situations.

Write Yes if it is a question. (If kids are to write, cap letter.)
Write No if it is not a question. (If kids are to write, cap letter.)
Label the picture Wrong.
If the answer to any question is yes, try the solution.
Say no to drugs.

10.4.8. **titles of works**

Titles of books, plays, newspapers, magazines, movies, comic strips, long musical compositions, and journals should be in initial caps/lc and should be italicized.

Chicago, Newsweek, A Bridge Too Far

Titles of essays, short stories, poems, magazine articles, and songs should be roman, in caps/lowercase, and in quotation marks.

"Row, Row, Row Your Boat"

Titles of student-generated books, posters, murals, artworks, bulletin-board displays, skits, plays, and so on should be roman, in caps/lowercase, and in quotation marks.

10.4.9. **seasons** Generally, names of seasons are not capped.

fall (autumn); spring

10.4.10. **place names**

regions Capitalize certain nouns and some adjectives designating parts of the world or regions.

the West; Western world

compass points Capitalize *east, west, north,* and *south* (and their derivatives *eastern, western*, and so on) in well-established names that hold as proper nouns.

The South, the West, the South Atlantic States

direction words Do not cap direction words if they merely indicate direction.

traveled west to southern Arizona

popular names Capitalize popular and legendary names of places.

the Sun Belt, old South, old West (note the lowercase *o*)

political divisions Capitalize the names of political divisions, countries, states, cities.

New England states; Northwest Territory

geographic features Capitalize the names of mountains, rivers, oceans, and islands.

Bering Strait; Walden Pond

generic term with proper nouns When a generic term is used in the plural following more than one name, the term should be capitalized.

Indian and Banana Rivers (cap *R*, contrary to usual style)

When a generic term precedes more than one name, the term should be capitalized.

Lakes Eola and Brantley

When a generic term is used descriptively rather than as part of the place name, or when it is used alone, it is lowercased.

The Kansas prairie

10.4.11. **political bodies** Capitalize the official names of political bodies; capitalize informal references to *federal* bodies (the Senate); but lowercase informal references to *state and local* bodies (the senate, the city council).

United States Senate; the Senate
United States House of Representatives; the House
Congress; the Ninety-Seventh Congress; congressional
United Nations Security Council; the council
Parliament, parliamentary
the British Crown
Department of State; State Department; the department (federal)
United States Supreme Court; the Supreme Court; the Court
traffic court; juvenile court (generic names)
Senator (federal); senator (state)
Representative (federal); representative (state)
Secretary of Education (federal); secretary of education (state)
Chief Justice of the United States; the Chief Justice; Associate Justice; the Justices
Judge John Brown; Judge Brown; the judge
President of the United States; President George Washington; the President (of the U.S.); the president of the junior class; presidency; presidential
the administration; the Reagan administration
cabinet

electoral college
executive branch
federal government

10.4.12. **political parties** Capitalize the name of a political party, but not the word *party*.

Republican party; the party; Republicans
Libertarian party, the party; Libertarians (party members only); libertarianism
democracy socialism independents
the Left; leftist; left wing (n.)
party platform

10.4.13. **government programs** The official names of acts, treaties, and government programs are usually capitalized, while informal references are lowercased.

Constitution of the United States; the Constitution (federal); constitutional
Fifteenth Amendment; the amendment
Bill of Rights (to the U.S. Constitution)

10.4.14. **other official names** Capitalize the official names of structures, public places, institutions, and associations.

the White House
the Capitol (federal building)
the Pennsylvania State House; the capital (city)
the Mall (Washington, D.C.)
the Oval Office; the President's office
General Foods Corporation; General Foods; the corporation
Boy Scouts of America; Scouts; a Boy Scout; a scout
League of Woman Voters; the league

10.4.15. **historical/cultural**

time periods Time periods are usually lowercased, except those using proper names.

the eighteenth century
ancient Greece
the eighties
the Victorian era
space age (Modern periods are often lowercased.)

Exceptions:

the Civil Rights movement (to match Social Studies style)
the Middle Ages; the Dark Ages; the Renaissance; the Stone Age; the Bronze Age

historical events Names of special historical events are usually capitalized.

Great Depression; the depression

awards Names of awards are usually capitalized.

Nobel Peace Prize; Nobel Prize in physics
National Merit scholarships

10.4.16. **military titles**

military branches Full titles of armies, navies, and so on, are capitalized. Note, however, that the words *army* and *navy* are lowercased when standing alone or used collectively.

Allied armies
National Guard; the guard

wars and battles Full titles of wars and battles are usually capitalized. Note, however, that the words *war* and *battle* are lowercased when used alone.

American Civil War; the Civil War; the war
American Revolution; the Revolution; the American and French Revolutions
World War I; the First World War; the war

10.4.17. **foreign names** Use the spelling and form in common use (check AHD5).

From Grade 4 on, in ordinary spellings of foreign words and names, include diacritics, especially accent marks.
From Grade 4 on, include pronunciation in most cases.

10.4.18. **place names** For place names, use the most recognizable form in AHD5 or check *U.S. Board on Geographical Names* for current names. City names should be complete at the first occurrence—add the state names.

10.4.19. **miscellaneous capitalization guidelines**

Generally, use a capital letter after a colon only if what follows the colon is a complete sentence or a proper noun.

In exercises, lowercase non-sentence items.

stores manipulatives
makes manipulatives

When calendar and time designations are spelled out, use lowercase.

daylight saving time (DST)
eastern standard time (EST)

10.5. Italics

10.5.1. **do not use italics in K–2** Avoid the use of italics in K–2.

10.5.2. **words as words** Italicize words used as words and letters used as letters, but not numbers used as numbers. Do not italicize numbers.

Focus on the vocabulary words *difference*, *minus*, and *equal*.
Focus on the numbers 15, 16, and 17.

10.5.3. **vocabulary terms**

general math style (not for Into Math) New vocabulary words should be set roman (not italics), boldface, and highlighted.

Into Math–specific styles In print and PDF, new vocabulary terms are highlighted yellow. Review vocabulary terms are highlighted blue. In Habitat, new vocabulary terms are bold italic and review terms are italic.

10.5.4. **names of strategies** Italicize names of strategies when the word "strategy" or "strategies" is used.

the strategies count on and draw a picture

10.5.5. **variables** Italicize letters that name variables—in equations and elsewhere.

$3a + 2a = 15$
What is a equal to?

10.5.6. **geometric elements** Italicize letters denoting figures, rays, segments, and other geometric elements.

Figure A
angle ABC
$\angle ABC$

10.5.7. **answer choices in direction lines** In direction lines, italicize answer choices.

Write overestimate or underestimate.
Write *yes* or *no*.

10.5.8. **math symbols** The symbols + , – , and = should not be italicized.

11. PARALLELISM AND SENTENCE STRUCTURE

11.1. General Principles

Maintaining parallelism means treating similar things similarly. Parts of a sentence that have the same function should have the same structure. For example, "the thrill of victory and the agony of defeat" is better than "the thrill of victory and the agony of being defeated."

Some difficulties in sentence structure can be avoided by thinking about the "reach" of a word. Consider the following sentence:

✗ We will either go to the dance or to the dinner.

The word *either* is trying to reach out to both *go to the dance* and *to the dinner*, but the sentence sounds as if our options for the evening are (1) go to the dance and (2) to the dinner, without any *go* at all. We can make our options clearer by having *either* reach out to similar things:

√ We will either go to the dance or go to the dinner. OR
√ We will go either to the dance or to the dinner. OR
√ We will go to either the dance or the dinner.

11.2. Sentence Structures

The following sentences are offered to help breed familiarity with common violations of proper sentence structure. (The problems are easier to fix than to label—hence the rather clumsy sidenotes.)

11.2.1. **first . . . then**

✗ First, he made a list of facts about the food and then made a list of the facts about the service.

√ He first made a list of facts about the food and then made a list of facts about the service.

√ First he made a list of facts about the food, and then he made a list of facts about the service.

11.2.2. **as . . . as/than**

✗ I am as old, if not older than, the hills.

√ I am as old as, if not older than, this hills.

11.2.3. **that . . . "quote"**

✗ He made the statement that "The road to hell is paved with good intentions."

Delete *that.*

√ He made the statement "The road to hell is paved with good intentions."

11.2.4. **misplaced elements**

✗ Share information about lions with children. Children can then write one or two facts they learned about lions under their drawings.

√ With children, share information about lions. Have them write under their drawings one or two facts they learned about lions.

11.2.5. **not only . . . but also**

✗ Allowing chefs like him to cook is not only foolish but could someday cost lives as well.

√ Not only is allowing chefs like him to cook foolish, but also it could someday cost lives.

11.2.6. **only (adj. or adv.)** *Only* should be placed as close as possible to the word or phrase modified, preferably before it. The placement of *only* may affect the meaning intended, for as *only* moves about, so the sense being conveyed changes.

Consider the following:

"Only Maxwell saw the accident," which means that no one else saw it.
"Maxwell only saw the accident," which means that he was not otherwise involved.
"Maxwell saw only the accident," which means he saw nothing else.

In speech, *only* is frequently placed before the verb, as in "I *only* heard about his bankruptcy an hour ago." No one is misled by that misplacement, but in writing, *only* should be more carefully placed:

"I heard about his bankruptcy only an hour ago."

11.2.7. **omitted verb**

✗ Decide where the title and where the art will go.

√ Decide where the title will go and where the art will go. OR (more concisely)

√ Decide where the title and the art will go.

✗ Isn't it better to do something badly than not at all?

√ Isn't it better to do something badly than not to do it at all?

11.2.8. **noun/gerund**

✗ Play and studying are both important.
√ Playing and studying are both important.
✗ It's not intelligence but being able to learn that is important.
√ It's not intelligence but ability to learn that is important.

11.2.9. **gerund/infinitive**

✗ His chores were the cleaning of the barn and to feed the horses.
√ His chores were to clean the barn and to feed the horses. OR (less concisely)
√ His chores were the cleaning of the barn and the feeding of the horses.

11.2.10. **article** Use an article before each noun in a sentence.

√ Use a crayon and a marker. ✗ Use a crayon and marker.

Exception: When both nouns have the same modifier(s), omit the second article.

√ Use a red crayon or marker. √ Use the red crayon or marker.

in glossary The presence of articles at the beginning of entries in any glossary should be consistent within any given grade level as well as from grade to grade.

11.2.11. ***and* in series** Use the serial (Oxford) comma in series.

The task involved reading, writing, and arithmetic.

Be careful to use shared modifiers properly in series.

✗ Advertisers, politicians, community and social activists all use persuasion.
√ Advertisers, politicians, and community and social activists all use persuasion.

11.2.12. **that/(1), (2)**

✗ How do his actions tell us that (1) he wants to dance and (2) that he doesn't disco?
√ How do his actions tell us that (1) he wants to dance and (2) he doesn't disco? OR
√ How do his actions tell us (1) that he wants to dance and (2) that he doesn't disco?

Note: Generally, use parenthetical numbers sparingly in running text.

11.3. Active/Passive

✗ Fold a piece of paper in half. The corners are then folded down.
√ Fold a piece of paper in half. Then fold the corners down.

11.4. Lists

All items in a list should be parallel in structure.

Students will learn
to write a response to literature.
to write adverbs and negatives correctly.

to use neat and legible handwriting.

12. GENERAL MATH STYLE, TONE, AND USAGE

12.1. General Math Usage

12.1.1. **don't pretend** Avoid using the word *pretend*. To pretend actually means to physically dramatize a situation with movement, gestures, speech, and perhaps dress-up clothes and props. Usually what we mean is *imagine*; we want children to mentally visualize a situation. *Imagine* is appropriate for audiences of any age. *Suppose* is fine in the upper grades, but because it takes more complex verb tenses, it is not appropriate for primary grades.

Imagine that you have a shiny new bike. Where will you ride?
Suppose that you had a shiny new bike. Where would you ride?

12.1.2. **use of *pull*** Avoid using *pull* without an object or adverb, and do not use as a noun.

Wrong: What color do you think you will *pull*? (Add *out of the bag* or *from the bag*, or substitute *get*.)
Wrong: ten pulls from the bag (Recast, perhaps as *pull from the bag ten times*.)

12.1.3. **use second person** To maintain a generally friendly, informal tone, utilize the second person—you.

√ How do you compare . . . ✗ How do we compare . . .

12.1.4. **conjunctions starting sentences** Avoid beginning a sentence with a conjunction (*And, But, For, Or, Thus, Yet*) if possible. If this cannot be avoided, do not use a comma after the conjunction.

Exception: Use *So*, (with comma) to present conclusions (but be selective).

A = B. B = C. So, A = C.

12.1.5. **don't use *friend*** Use *partner* or *classmate*. Do not use *friend* instead of those words.

12.1.6. **use of *over*** Use *more than,* not *over*, when describing measurements or quantities.

√ more than 6 pounds ✗ over 6 pounds

12.1.7. **use of contractions** Avoid contractions in primary (some okay in 3–5).

12.1.8. **use of *if . . . then*** Avoid *if . . . then* when a condition is not referred to or is inapplicable, as in the following:

✗ If 2 × 3 = 6, then 2 × 30 = 60.
√ Since 2 × 3 = 6, 3 × 2 = 6. √ 2 × 3 = 6. So, 3 × 2 = 6."

12.1.9. **use of *then*** Avoid constructions with a redundant "then":

✗ Since *A* is true, then *B* is true.

The above sentence is redundant and can be paraphrased as follows: "Because *A* is true, therefore *B* is true."

√ Since *A* is true, *B* is [also] true.

12.1.10. **avoid brand names** Avoid brand names in text. Do not show them in art.

12.2. Mathematical Terms

12.2.1. **math operations use *sign*, not *symbol*** When spelling out operations signs, use *sign*, not *symbol*, for the following: division sign, multiplication sign, subtraction sign, addition sign.

12.2.2. **properties, theorems, laws** Use title case for names of mathematical properties, theorems, and laws (and see 10.4.3 for how to style terms associated with other disciplines).

Associative Property Pythagorean Theorem

12.2.3. **product** Starting in Grades 3 and 4, use "the product 2 × 3" rather than "the product of 2 × 3." (If the editor wants to use "of," then write "the product of 2 and 3.")

12.2.4. **times** Avoid *times more* or similar expressions, such as *times less*, because *times* implies multiplication, not addition or subtraction.

Wrong: "She has three *times more* than he does."
Instead, use: "She has three *times as many* as he does."
(OR) "She has three *times as much* as he does."

12.3. Parts of Textbooks

12.3.1. ***page, chapter, line, note, verse, figure,* etc.** In student editions, spell out the words *page, chapter, line, note, verse, figure,* and *plate* in running text. In student editions, abbreviations are often used in footnotes and cross-references. In teacher's editions, some common abbreviations are used (*p., pp., ch., l., ll., fig.*). Some of these terms may be abbreviated in running text in teacher's editions.

12.3.2. **Step, Exercise, Problem, Example, Part, etc.** Use initial cap for Step, Exercise, Example, etc. (note—Into Math uses Problem rather than Exercise; see also references to sections of books, components, steps, etc., in 10.4.4)

Write your answer to Part A of Example 1 in standard form.
For Exercises XX–XX, use the table in the Explore. [Omit "For Exercises . . ." part if clear w/o.]
For Problems XX–XX, write an equation to represent each situation. [Omit "For Problems . . ." part if clear w/o.]
Reflect the figure in Step C about the origin.
Based on your generalization in Reflect Exercise 2, . . .

12.4. Abbreviations

12.4.1. **Latin abbreviations** Do not use *i.e., e.g., viz., etc.,* and other Latin abbreviations in student material. Instead, spell out the English equivalents—*that is, for example, namely,* and *and so on*. Use them sparingly in the TEs when space requires. Never use *etc.* at the end of a list preceded by *including, for example,* or *such as*. Never use *and* before *etc.*

12.4.2. **versus** In general, spell out *versus* except in references to court cases, in which context v. is used. In science and math books, if *versus* is abbreviated in a table title, lowercase and roman font *vs* and add a period: vs.

12.5. Games

12.5.1. **capitalization** Lowercase (and use roman for) very simple names of common games.

checkers, tag, marbles, jump rope, hide-and seek, tic-tac-toe

12.5.2. **common games** Use quotes, caps/lc, and roman for detailed names of common games (to be treated a little more special).

"Pin the Tail on the Donkey"; "Bingo"; "Farmer in the Dell"; "Red Light, Green Light"; "Kick the Can"; "Did You Ever See a Lassie?"

12.5.3. **HMH games** Likewise, use caps/lc, quotes, and roman for titles of games created by our writers or to be made up in class.

"What's My Number?"

12.5.4. **brand name games** Avoid brand names such as Parcheesi and Go Fish (Hasbro).

12.5.5. **cards are facedown/faceup** For cards, say "facedown in a stack" (one word), not "face down," and "faceup."

12.5.6. **number cubes, not dice** Say "number cubes," NOT "dice." (See also CEID guidance on objects associated with gambling.)

12.5.7. **spin the pointer** Say "spin the pointer," NOT "spin the spinner."

13. HEALTH, SAFETY, AND ENVIRONMENT

13.1. CEID Guidance

Consult the CEID guidelines for considerations on health, safety, and the environment.

Content Equity, Inclusion and Diversity Guidance Document

13.2. Avoid Caffeinated Substances

In addition to the CEID guidance, Into Math also avoids references to and images of the following, unless they are necessary for the educational content: caffeine, including tea, coffee, cola, or other caffeinated beverages; cite water, milk, or fruit juice.

14. INTO MATH PROGRAM-SPECIFIC USAGE

See also general math usage in 12.1.

14.1. Overall Into Math Program-Specific Usage

14.1.1. ***multistep* not *multi-step*** While it is noted that Common Core State Standards uses both terms, the math team prefers the use of *multistep* for agile reusability of content across states. Exceptions could include state-specific usage based on their standards, or finance curriculum (i.e., a multi-step income statement).

14.1.2. ***problem*, not *exercise*** Exercises are referred to as "problems." Exception: Use "item" when talking about assessment items or test prep items.

14.1.3. **use of *model*** Use the word *model* to refer to number representations such as an expression or an equation. Use the terms *concrete models*, *visual models*, *area models*, *bar models*, or *visual fraction models* to refer to representations such as manipulatives or drawings.

14.2. Into Math NL Print-Specific Usage, Style, and Patterns

14.2.1. **vocabulary terms styles** In print and PDF, new vocabulary terms are highlighted yellow. Review vocabulary terms are highlighted blue.

14.2.2. **mini-lesson capitalization in TE** Use "Mini-Lesson" on interleaf C pages. Use "Mini-lesson" for Check Understanding. Use "mini-lesson" for Differentiation Options.)

14.2.3. **"open ended" as a head** When used as a head in the "On My Own" section, the term should not be hyphenated. It should be hyphenated when it appears before a noun that it is modifying.

Example: Open Ended is used as a head to mark open-ended questions.

14.2.4. **TE progression charts** In the TE progression charts, a comma is used to separate the grade from the lesson numbers. The format should be grade level followed by a comma and the lesson references; this should be followed on the two progression pages and the EL mod interleaf page; also remember that Lesson references should be styled using the following:

Lists should include "and" in a list of 2 or more lesson references.

Examples: (Gr5, 14.1, 14.3, 14.5, and 14.6)
(Gr1, 14.1 and 14.2) (no comma when there are 2 lesson references)

Lists should include an en dash between a span of lessons.

Example: (Gr7, 14.1–14.5)

14.2.5. **TE Module Opener pages** Do not add "on their own" to "Have students complete the Module Opener Task" in the "Assess Prerequisite Concepts" section. Boilerplate was changed.

Hyphenate "mixed-ability" in "Have students work in mixed-ability groups . . ." in the "Engage Students" section.

14.2.6. **TE Interleaf "If . . . Then" statements** The "If" statement and the "Then" statement should both be complete sentences ending with periods.

If students . . . make a specific error, they are having a problem understanding the issue. Then intervene . . . by guiding the students to better understand the issue.

14.2.7. **PPG Pacing Guide footers** When the module continues from recto to verso, the module title should be repeated on the verso page and the "Module continued on next page" footer stays on the recto page.

When the module does not continue from recto to verso, remove "Module continued" footer.

14.3. Usage Guide—K–5

We try to use words and phrases as they are used in a very *conservative* language community. Avoiding irate letters from angry teachers is not the only reason to be conservative; keep in mind that students are exposed to plenty of liberal usage on television and in everyday conversation and even in our own permissioned literature.

14.3.1. **about/around** Avoid using *around* to mean "approximately"; *about* is more appropriate.

> It is *about* three thousand miles to California.

14.3.2. **agreement of nouns** Use singular with singular, plural with plural. (However, refer to CEID guidelines regarding approved usage of singular *they*/*them*/*their*.)

> √Have the children raise their hands, color the maps, and write poems.
>
> √* Have the child raise his or her hand, color the map, and write a poem.
>
> ✕ Have the children raise their hand, color the map, and write a poem.

*Avoid *his or her* if possible, and never use *his/her*.

14.3.3. **singular pronouns** The following subjects call for a **singular** verb:

each, every, either, neither, anyone, anybody, everyone,
everybody, someone, somebody, no one, nobody, one, a person

The subjects listed above should be referred to by singular pronoun referents. (However, refer to CEID guidelines regarding approved usage of singular *they*/*them*/*their*.)

> his, her, its—not their
> he, she, it—not they
> him, her, it—not them

14.3.4. **all right/alright** *Alright* is not a word, but *all right* is all right.

14.3.5. **all together/altogether** Use *altogether* to indicate addition. (See also *now* and *in all*.)

14.3.6. **ambiguity**

> If only editors would avoid sentences like this, the world would be a clearer place.

If only editors: what about writers?

> If editors would only avoid sentences like this: You will also read about more humorous events.

more events or *more humorous*? Consider carefully what is being modified.

14.3.7. **any more/anymore** Use *any more* to describe amounts, as in many math problems. Use *anymore* as an adverb meaning "any longer."

> Are there any more carrots?
> Dinosaurs do not roam anymore.

14.3.8. **between/among** Use *between*, even with three or more objects, if the objects are involved individually and severally; *among* is reserved for rather vague, collective entities whose constituents may not be individually affected.

> Recent skirmishes *between* the editors, designers, and managers were *among* the problems discussed.
> Crumbs were thrown *among* the pigeons.
> Just *between* you and me and your sister in Miami, my love is a lily *among* the thorns.

14.3.9. **between . . . and** The appropriate expression is *between 5 and 7*, not *between 5 to 7*.

14.3.10. **can/may** Try to split some hair between these words before the distinction becomes any fuzzier. Use *may* for permission and *can* for possibility or ability.

> You *can* read well. You *may* begin reading now.
> Students *can* use this chart later.

14.3.11. **continual/continuous** *Continual* means "again and again." *Continuous* means "unbroken."

> In the autumn, leaves fall *continually*.
> Waterfalls fall *continuously*.

14.3.12. **convince/persuade** To convince is to create belief in; to persuade is to induce. One convinces *of* a fact or *that* it is so—one doesn't convince someone *to* do something. You persuade someone *to* do something.

> She is *convinced* that there are bats in the attic.
> Perhaps we can *persuade* her to stay in the basement.

14.3.13. **data** *Data* is always plural in construction.

> The data are listed in order from least to greatest.
> What do the data imply?

14.3.14. **different from/than** Avoid *different than*; use *different from*.

> To a blind horse, a wink is no *different from* a nod.

14.3.15. **eager/anxious** *Eager* is positive; *anxious* is negative and implies anxiety.

> I'm *eager* to begin my vacation, but I'm *anxious* about the cost.

14.3.16. **ellipsis points** Generally, three dots should have space before, after, and between the dots. When four dots are used (the first being a period), the first dot should be closed up to the previous word. (But see ellipses in math expressions 4.3.)

14.3.17. **em dash** An em dash is used to denote a sudden break in thought that causes an abrupt change in sentence structure. Copy that follows an em dash is not capitalized unless it is a complete sentence or unless the dash is used to separate quoted material from words that identify the speaker.

Use of an em dash as described above should be avoided below Grade 4.

14.3.18. **every day/everyday** *Everyday* is an adjective meaning "daily"; "routine." Use *every day* to mean "each day."

14.3.19. **farther/further** *Farther* refers to physical distance. *Further* refers to degree.

14.3.20. **hopefully** *Hopefully* means "in a way that is full of hope"; avoid using it to mean "it is hoped that."

Correct: *Hopefully*, we wait for the proof.
Wrong: *Hopefully*, we have caught all the errors in the manuscript.

14.3.21. **idioms** Idioms are often misused.

Brainstorm about suitable restaurants. (delete *about*)
Notice how the two bands played well together. (should be *Notice that* . . .)
Check that your sentences have correct punctuation. (should be *Be sure* . . . or *Make sure* . . .)
Tell if there are any unusual spellings. (should be *Tell whether*)
Discuss if there are any unusual persons. (should be *Discuss whether*)
Check for errors. (okay)

14.3.22. **if/whether/whether or not** *If* and *whether* are interchangeable where they make sense and are not ambiguous. *Whether* is preferred where a choice is stated or implied; *if* is preferred where something is conditional.

√ We will travel *if* the weather clears.
√ You must decide *whether* that cloud is bigger than a man's hand.
✕ You must decide *if* that cloud is bigger than a man's hand.*

Whether or not means "regardless of whether." On its own, *whether* already implies *or not*, so to avoid redundancy and confusion, do NOT add *or not* when *whether* will suffice.

✕ You must decide *whether or not* that cloud is bigger than a man's hand.**
√ You must do your homework *whether* you want to *or not*.
√ You must do your homework *whether or not* you want to.

*Note that in student-facing content in the lower grades, some allowances can be made for using *if* even when *whether* is the better usage option—namely, when *whether* is considered too advanced for the vocabulary of a student reading at the relevant grade level. Even so, we encourage using better—and less ambiguous—usage as early as possible in student-facing content, and always in teacher-facing content.

** Note that this sentence is correct only if the intended meaning is the following: "Regardless of whether the cloud is bigger than a man's hand, you must decide."

14.3.23. **imply/infer/deduce** *To infer* is to derive a conclusion on the basis of facts or premises, or both; *to imply* is to suggest a meaning without expressly stating it (the reader or listener must then infer the suggestion from what's actually said); and *to deduce* is to make a more specific type of inference, one that is derived logically from general facts or premises and that *must* be true if those facts or premises are true. In math content, avoid using *deduce* unless the intended meaning relates to this formal sense of deduction.

Did you *infer* that from his words? Did his words *imply* that?

14.3.24. **in all** Use *in all* to indicate addition. (See also *altogether* and *now*.)

14.3.25. **least/fewest** Use *least* with non-countable things and *fewest* with countable things. Also, use *least* with singular nouns and *fewest* with plural nouns.

> What is the *least* number of students that could attend Collins School? (*Number* is singular and not countable in this context.)
> What are the *fewest* students needed to form a soccer team?

14.3.26. **lie/lay** *Lie* is intransitive; *lay* is transitive (it requires an object).

> Now I *lie* on the floor. Yesterday I *lay* (past tense of *lie*) there. Now I *lay* the book on the table.
> Yesterday I *laid* the book on the table. Now I *lay* me down to sleep.

14.3.27. **like/as** Do not use *like* as a conjunction (that is, do not use it to introduce a clause).

> Nonstandard: He felt *like* he was falling.
> Standard: He felt *as if* (or *as though*) he were falling.
> He felt *like* a fallen man. You make me feel *like* dancing. It looks *as if* it will snow.

14.3.28. **likely/unlikely** and **certain/impossible** These are Grade 2 terms and are not used in Grade 1. In Grade 1, we do not ask which event is most likely to happen. We ask instead which event will happen most often.

> Which color will the pointer stop on *most often*?

14.3.29. **loan/lend** Use *loan* as a noun, not as a verb.

> Never *lend* to a friend.
> If you need a *loan*, phone home.

14.3.30. **more/most, less/least, better/best** Be sure that *more/most, less/least, better/best,* and so on are used correctly. The first of each pair is for two choices; the second is for more than two choices.

> Which color will the pointer stop on *more* often? (choice of only two colors)
> Which toy costs the *least* amount of money? (three choices)
> Circle the *better* estimate. (choice of two estimates)

14.3.31. **now** Use *now* to indicate addition. (See also *altogether* and *in all*.)

14.3.32. **over/more than** Avoid using *over* when *more than* is nothing less than more appropriate. (This rule diverges from Chicago style, which allows for the use of *over* in the following example.)

> √ He made *more than* two million dollars. ✕ He made *over* two million dollars.
> √ His printing press runneth *over*.

14.3.33. **preposition at the end of a sentence** Avoid ending a sentence with a preposition when possible, but also avoid overly convoluted or overly formal sentences designed strictly to relocate the preposition.

> (Poor) That's the man I'm talking about.
> (Poor) That's the man about whom I'm talking.
> (Better) I'm talking about that man.

14.3.34. **put/place** Use *put* rather than *place*. *Place* is more formal; *put* is what primary children use.

14.3.35. **redundancy** An unintended accident that may, in some cases, sneak unnoticed into our sentences when we are not watching:

> Redundant: materials *such as* drawing paper, crayons, *and so on; square in shape; both* characters have this *in common*; signed personally by Arnold Palmer *himself.*

(Note: Sometimes we have good reasons to be a bit redundant, especially when addressing young children.)

14.3.36. **split infinitives** Per Roy Copperud in *American Usage and Style,* "The consensus of seven critics is that infinitives may be split when splitting makes the sentence read more smoothly and does not cause awkwardness." Follow this sensible approach.

14.3.37. **trademarks** Substitute generic names for trademarked names in text. Do not show brand names in photographs or art.

14.3.38. **which/that** Use *that* to introduce a restrictive clause or phrase. Use *which* to introduce a nonrestrictive clause or phrase.

> Open the door *that* leads to the kitchen (as opposed to the door that leads to the basement; *that leads* . . . restricts the meaning of *the door*).
> Open the door, *which* leads to the kitchen (only one door is available, and it happens to lead to the kitchen).

14.3.39. **who/whom** Use *who* as a subject; use *whom* as an object. (We may need to relax this rule at the lower grades, K–2.)

14.3.40. **why or why not?** In the following construction, we need to avoid ambiguity.

> Did John write a good topic sentence? *Why or why not?*

This is ambiguous as it could be interpreted as "Why did he write a good topic sentence?" To which the answer could be "Because that was the assignment."
A better approach:

> Did John write a good topic sentence? Explain your answer.

14.4. Usage Guide—6 and up

14.4.1. **about/around** Figures are rotated *about* an axis or *about* a point. Otherwise, use *around.*

14.4.2. **answer/solution** The answer is the result of working a problem. The solution refers to showing the work that was done to arrive at the answer.

14.4.3. **box plot** Use this term, not *box-and-whisker plot.*

14.4.4. **calorie/Calorie** When lowercased, *calorie* is the amount of energy needed to raise the temperature of one gram of water from 14.5 to 15.5 °C. When referring to the energy value in food, use the capitalized term, *Calorie.*

14.4.5. **chart** Use a specific term instead, such as *graph, table, diagram, tally chart.*

14.4.6. **circle graph** Use this term, not *pie chart* or *pie graph.*

14.4.7. **convert** Use this term only when referring to conversions of measures. For fractions, use *write* instead.

Convert the measure from inches to feet. Write the fraction as a mixed number.

14.4.8. **coordinate plane** Graph *on* it, not *in* it when referring to a specific plane.

14.4.9. **counting numbers/natural numbers** Use *counting numbers* in lower grade levels.

14.4.10. **data** *Data* is always plural in construction.

The data are listed in order from least to greatest.
What do the data imply?

14.4.11. **diagram** Use *diagram* to refer to a drawing that also shows data. (See also drawing.)

This is a diagram of the water cycle.

14.4.12. **difference** Use this term to refer to the answer to a subtraction expression, not to the expression itself.

Solve for the difference in each subtraction expression.
Find the difference in each of the following.

14.4.13. **divide out** Use *factor out* rather than *cancel out* regarding common factors in fractions or rational expressions.

14.4.14. **drawing** In the SE, use the term *diagram,* especially if it is tech art. *Drawing* may be preferred at lower grade levels (check project style sheets). In the TE, use the terms *diagram* or *illustration,* whichever is appropriate. (See also figure/shape and diagram.)

14.4.15. **evaluate/simplify** When instructing students to simplify an expression without arriving at its value, use *simplify*. When instructing students to arrive at a value for an expression, use *evaluate.*

Simplify $3x + x$. Evaluate $4 + 2 \times 6$.

14.4.16. **exercise/problem** Use the term *exercise* for most activities and practice lessons. However, if referring to word problems, use of *problem* is acceptable.

14.4.17. **figure/shape** Use *figure,* not *shape.*

14.4.18. **formula** This is the singular; the plural form is *formulas.* Do not use *formulae.*

14.4.19. **give** Use *give* rather than *tell* when asking students to supply something. This gives the teacher the option to have the student answer in writing, orally, etc.

14.4.20. **greater, lesser** When referring to numbers, use these terms, not *larger* and *smaller.*

14.4.21. **heptagon** Use this name for a seven-sided figure. Do not use *septagon*.

14.4.22. **index** Use the plural *indices,* not *indexes,* for the mathematical sense of the word. Use *indexes* when referring to book indexes.

14.4.23. **intended answer** (See possible answer.)

14.4.24. **larger** (See greater, lesser.)

14.4.25. **least common denominator (LCD), least common multiple (LCM)** Lowercase these terms when spelled out.

14.4.26. **lowest terms** (See simplest form.)

14.4.27. **natural numbers** (See counting numbers/natural numbers)]

14.4.28. **not** Avoid using *not* in direction lines and multiple choice items. When necessary, use lightface roman all caps to make the word stand out. For example, “Which number is NOT a solution of the inequality?”

14.4.29. **numeric/numerical** Essentially synonymous, but use of *numerical* predominates in most contexts (e.g., numerical order, but numeric code).

14.4.30. **percent/percentage** In math-specific contexts, use *percent* to express parts of a whole or a specific number. Reserve *percentage* to mean a take or commission.

14.4.31. **pictograph** Do not use the term *picture graph,* but *pictograph* must be defined at first reference.

14.4.32. **picture** In the SE, let grade level guide word usage. In lower grade levels, refer to artwork and photos as pictures (not photographs or illustrations). In the TE, it is okay to use the terms *photograph* and *illustration.*

14.4.33. **pie chart** Do not use. Use *circle graph.*

14.4.34. **possible answer** Use *Possible Answer* in all cases when an exercise has more than one correct answer. (See also 8.8.14.)

14.4.35. **problem/exercise** (See exercise/problem.)

14.4.36. **product** Use this term to refer to the answer to a multiplication expression, not to the expression itself. Avoid redundancies like "Find the product of 3 times 5." Instead, write ". . . product of 3 and 5."

14.4.37. **quotient** Use this term to refer to the answer to a division expression, not to the expression itself.

14.4.38. **reduce** Never use this term when referring to simplifying fractions.

14.4.39. **reflected across** Use the term *across*, not *over* or *through*.

14.4.40. **remainder** Show the remainder with a capital R, no space, followed by the number. (See also remainders in 2.8.)

> The quotient of 12 and 5 is 2 R2.

14.4.41. **round** Use the phrasing "round to the nearest." Do not use "round off."

14.4.42. **ruler** Use *ruler* when something needs to be measured. Use *straightedge* (one word) if a straight line needs to be drawn, as in geometric constructions.

14.4.43. **sample answer** (See possible answer.)

14.4.44. **scatter plot** The term is two words; this aids in readability, especially in lower grade levels. But *scattergram* is one word.

14.4.45. **sectors** Not *sections* (of a circle graph).

14.4.46. **shape/figure** Use *figure,* not *shape.*

14.4.47. **sheet of paper** Not *piece of paper*.

14.4.48. **sign/symbol** Use the term *sign* for the symbols that denote addition, subtraction, multiplication, and division. Also use this term with *positive* and *negative* and when referring to the equal sign. For all other mathematical symbols, use *symbol.*

14.4.49. **simplify/evaluate** (See evaluate/simplify.)

14.4.50. **simplest form** Use this term when referring to reducing a fraction. Do not use *lowest terms.* Do not use when a mixed-number answer is expected.

14.4.51. **smaller** (See greater, lesser.)

14.4.52. **solution/answer** (See answer/solution.)

14.4.53. **straightedge** (See ruler.)

14.4.54. **sum** Use this term to refer to the answer to an addition expression, not to the expression itself.

14.4.55. **symbol** (See sign/symbol.)

14.4.56. **symmetric/symmetrical** The terms are essentially synonymous. Use *symmetric* in most math contexts (e.g., to describe equations, matrices, and graphs). *Symmetrical* is the more common term to describe shapes that have symmetry, but avoid this general usage. Instead, describe figures as having a specific type of symmetry.

14.4.57. **U.S.** Acceptable as an adjective, but spell out as a noun.

14.4.58. **value of** Not *value for*.

> Find the value of *x*.

14.4.59. **vertex** This is the singular; the plural form is *vertices*.

14.4.60. ***x*-axis/*x*-intercept/*x*-value/*x*-tile** Italicize the *x* and hyphenate.

14.4.61. ***y*-axis/*y*-intercept/*y*-value** Italicize the *y* and hyphenate.

15. AUDIO FORMATTING

15.1. Numbers, Dates, and Times in Audio

15.1.1. **audio script** Spell out all numbers and units to facilitate the voiceover (VO) artist or software. For voice actors, include pronunciations in brackets where necessary. For screen-reader software, consult the software's documentation for styling pronunciation and part-of-speech tags.

15.1.2. **OST (on-screen text)** Use numerals, where appropriate.

> **Audio:** Of the one-hundred-twenty-five delegates at the meeting, nine were from the Virginia Colony.
> **OST:** 125 delegates
> 9 from Virginia Colony
>
> **Audio:** The building is three hundred years old.
> **OST:**[PICTURE OF BUILDING] 300 years
>
> **Audio:** The population of New York City is more than eight million.
> **OST:** New York City
> Population: 8 million
>
> **Audio:** The table is titled "distance in miles."
> **OST:** Distance (mi)

16. DIGITAL PLATFORMS—GENERAL GUIDELINES

See also specific information on Habitat (14.3) and WebCMS (18).

16.1. Repeating the Problem

In fill-in questions, don't repeat the actual problem in the dialog box. "Enter your answer" is sufficient.

16.2. Fill-in Boxes

16.2.1. **character count** All fill-in boxes should allow one more character than the answer (or two more characters if there could be a comma in the answer). If there is a difference in the number of characters per fill-in box, make all the boxes the same size as the box with the most characters.

16.2.2. **money** Fill-in boxes should allow space for ".00" after a whole number dollar amount.

16.2.3. **fractions** Fill-in boxes for fractions (numerator and denominator): Edit boxes should allow for equivalent fractions. Example: "Find a fraction equivalent to $\frac{15}{16}$." Two edit boxes could be given (for numerator and denominator) that each hold two digits. That way, the student could enter $\frac{30}{32}$, $\frac{45}{48}$, $\frac{60}{64}$, $\frac{75}{80}$, or $\frac{90}{96}$.

16.3. Edit Boxes

Edit boxes should accept only digits 0 through 9, commas, periods, and dashes. (Note: + sign should be disabled.)

17. INTO MATH NL HABITAT-SPECIFIC STYLES

See also project-specific platform-related and authoring documentation and requirements.

17.1. Sample Answers

17.1.1. **Spark Your Learning** Spark Your Learning does not include sample answers for short answer text boxes. We specifically do not include sample answers with the SYL since it is a productive perseverance task. SYL following a drawing interaction with Explain Your Thinking should not include a student sample. Additionally, a Turn & Talk in a SYL should not include a sample answer.

17.1.2. **Build Understanding and Step It Out** Build Understanding and Step It Out do include sample answers for short answer text boxes.

17.2. Vocabulary

17.2.1. **Connect to Vocabulary** Connect to Vocabulary has its own pattern for use in Habitat.

17.2.2. **vocabulary terms** In the eSE, new vocabulary terms (yellow in print) are bold italic. Review vocabulary terms (blue in print) are italic.

17.3. Alternative Text and Voiceover

17.3.1. **Alt text guidelines** See the separate guidelines, Math Alternative Text Specifications: https://hmhco.box.com/s/mjbsc3dudiprd9xmmwf2t53vpnt2wve6.

17.3.2. **drag and drop** For voiceover, no text is included for drag and drop tokens or tap and reveal.

17.4. Equation Editor & LaTeX/KaTeX

17.4.1. **plain text and KaTeX** Avoid mixing equation editor (KaTeX in AGA) characters with plain text characters. If any numeric elements need to be built with the equation editor, all the numerals in the widget or paragraph should use the equation editor so that the display is consistent.

17.5. Miscellaneous

17.5.1. **task numbers** All Build Understanding and Step It Out tasks should include the task number as well as the task letters to correspond with print.

17.5.2. **workspaces and drawings** When a workspace is included in print, the digital version should include the interactive drawing pattern.

17.5.3. **minus symbol** If an equation editor minus symbol is not possible in running text, an en dash should be used, not a hyphen.

18. INTO MATH NL WEBCMS-SPECIFIC STYLES

See also project-specific platform-related and authoring documentation and requirements.

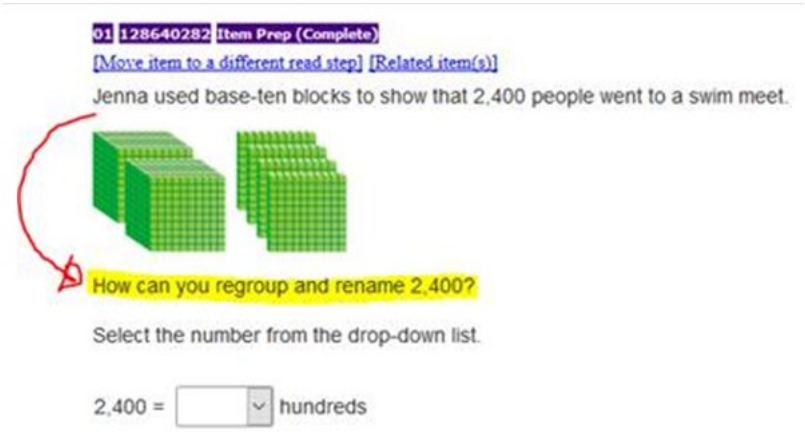
18.1. Alternative Text

18.1.1. **Alt text guidelines** See the separate guidelines, Math Alternative Text Specifications: https://hmhco.box.com/s/mjbsc3dudiprd9xmmwf2t53vpnt2wve6.

18.2. Art

18.2.1. **sandwich art between text** Art in WebCMS should be sandwiched between an introductory sentence and the question and direction line(s).

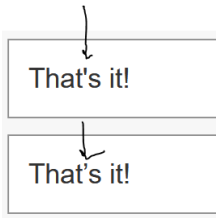
Especially for students relying upon alt text, this provides context and decreases cognitive load. When converting from print to digital, some stem text/information or a direction line must be placed or added above the art. For items that have a short stem/question in print, this might necessitate creating an additional introductory line for the digital item (such as “Consider this table”).



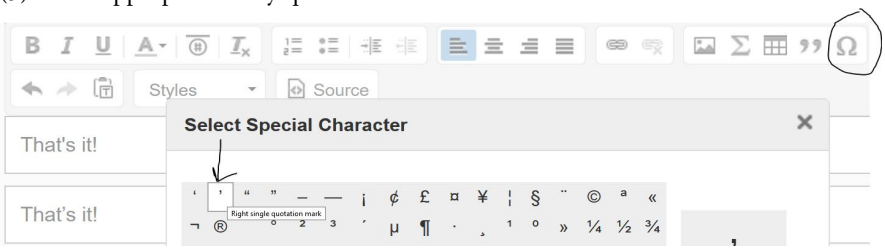
18.3. Characters and Symbols

18.3.1. **alt text codes should not be used** No character, signs, or symbols should be entered in WebCMS using Alt codes. Use existing toolbars to access LaTeX or Special Characters, as appropriate.

18.3.2. **apostrophes and quotation marks should be curly (not straight)** Correct straight quotes/apostrophes to curly or "smart" quotes (both single and double) in stem, answers, hints, and feedback (boilerplate feedback is a common place in which straight quotes occur). Note that straight quotes/apostrophes are also NOT used as prime or double prime marks (primes are symbols entered via LaTeX).

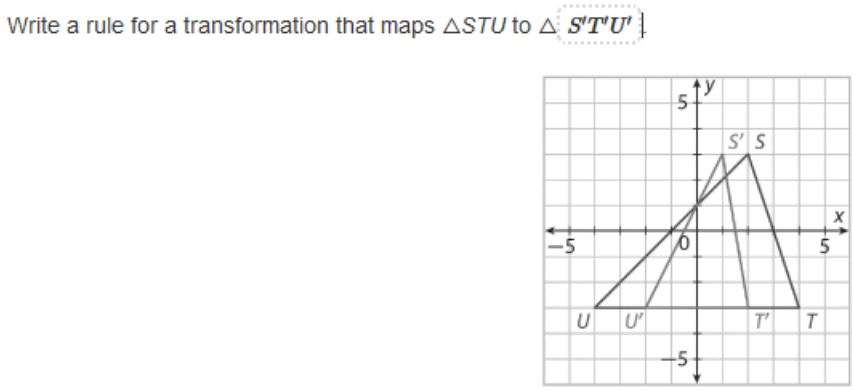


(1) Place the cursor in the text where the curly quotation mark or apostrophe is needed.
(2) Use the Select Special Character icon to get the pop-up box.
(3) Select appropriate curly quotation mark.



18.3.3. **Euler's constant *e* and the imaginary number *i* should be italicized** To be consistent with print, these constants will be italicized like variables are. To create these in LaTeX, simply open the LaTeX editor and type them (text is italicized by default) rather than using the roman versions found in the LaTeX palettes.

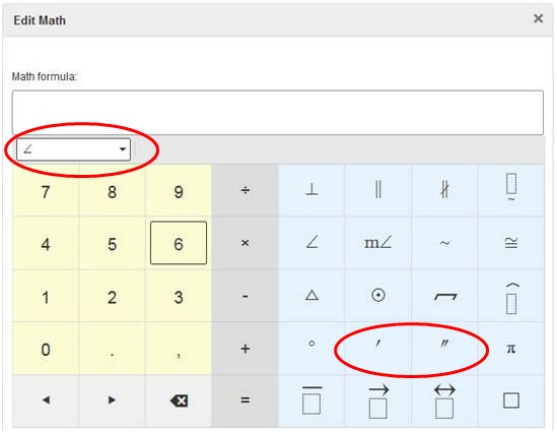
18.3.4. **prime (and double prime) should be LaTeX symbols** Use LaTeX to enter prime and double prime symbols and the math expressions in which they are embedded. The prime symbol is not identical to the straight single quotation mark or apostrophe, and thus should not be entered as a text keyboard entry. See the correctly entered primes in the example.



(As an aside, in the example, in keeping with the consistency rules in LaTeX, both triangle names should be entered in LaTeX, as follows: $\triangle STU$ to $\triangle S'T'U'$)

(1) In LaTeX, use the geometry palette—select the angle symbol option from the drop-down.

(2) Note the single and double prime symbols in the fourth row in the blue area.



18.4. Formatting

18.4.1. **apply proper text formatting—where toolbar/tools are available** In some (few) WebCMS item elements, there is no toolbar allowing formatting control such as LaTeX or italics. Thus, it is sometimes not possible to format per the formatting rules because there is no formatting toolbar available—this applies only to specific TEI elements, such the response choice boxes in Cloze Drop-Down TEIs. In these cases, it is not possible to format variables in LaTeX, or italicize the "y" in "y-axis." Note that ideally, such items would be reauthored using TEI types that allow correct formatting.

18.4.2. **run-in heads** (Practice) Only some heads in print are included as run-in heads. There should be only one space after a run-in head. The bullet in the G9–12 head must be added from the toolbar's Special Characters menu.

What to include	What NOT to include
Test Prep (Grades K–8)	Mathematical Practices (Grades K–12) This includes all 8 MP heads such as Reasoning, Use Tools, . . .
Spiral Review (Grades K–8)	Math on the Spot (Grades K–12)
Spiral Review • Assessment Readiness (Grades 9–12)	STEM (Grades K–12)
	Cross-curricular (Grades K–12) This includes Health and Fitness, Financial Literacy, . . .
	Open Ended (Grades K–12)
	Open Middle (9–12) (This question type is not included in digital; see 18.6.3.)

18.4.3. **spacing** Add a space in LaTeX as needed, if for some reason there isn't any visible space and there should be. The goal isn't to scrutinize the spacing, but just notice if there's none. In the following example, for some reason there was no space around the operation signs.

○ $\text{m}\angle A - \text{m}\angle B$

○ $\text{m}\angle A + \text{m}\angle B$

○ $\text{m}\angle A \times \text{m}\angle B$

After spaces were added.

○ $\text{m}\angle A + \text{m}\angle B$

○ $\text{m}\angle A \times \text{m}\angle B$

○ $\text{m}\angle A - \text{m}\angle B$

18.4.4. **student handwriting** When the print source shows a sample of student work that is several sentences or a paragraph, this student writing should be formatted using the Feature Box tool in the WebCMS toolbar.

Print example:

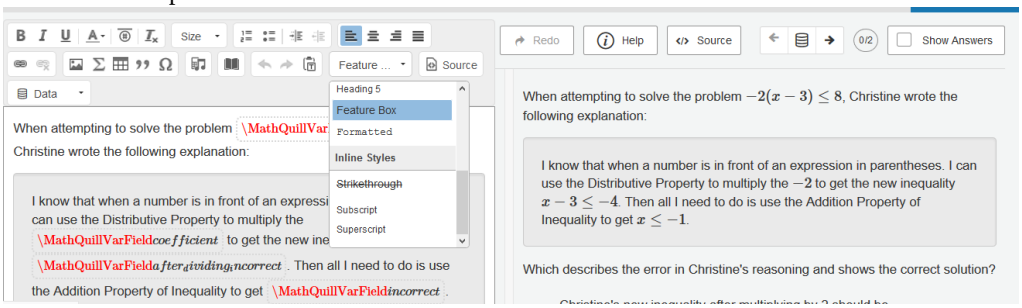
9. **Critique Reasoning** While attempting to solve the problem shown at the right, Christine wrote the following explanation:

$$-2(x-3) \leq 8$$

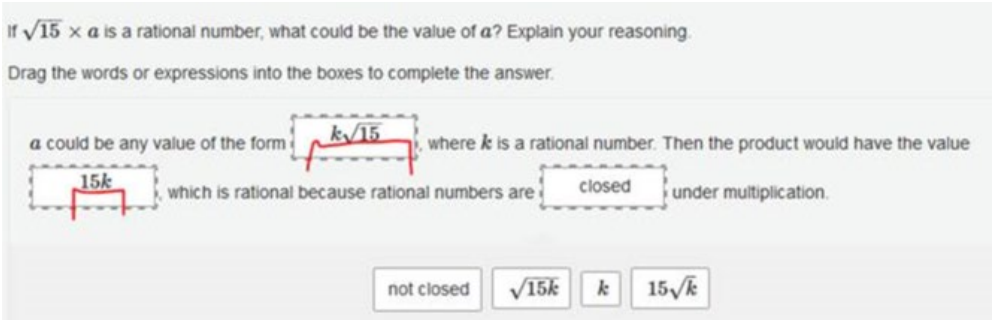
> I know that when a number is in front of an expression in parentheses, I can use the Distributive Property to multiply the -2 into the parentheses. Instead, I can use the Division Property of Inequality and divide both sides by -2 to get the new inequality $x - 3 \leq -4$. Then all I need to do is use the Addition Property of Inequality to get $x \leq -1$.

Explain the error in Christine's reasoning. Then correct the error and finish solving the problem.

WebCMS example:



18.4.5. **vertical alignment of tiles** Vertical alignment of tiles dropped in boxes is outside of our control. Variation in vertical alignment of drop tiles when placed in drop boxes cannot be controlled in WebCMS. Therefore, this variation merits no comments or reroutes. The following is an example of variations in vertical alignment.



18.5. Multipart Items

18.5.1. **number of parts** Digital items should have a separate part for each part of a question in print and may have more if more are needed (part ratio for print:digital will be 1:1 or 1:greater than 1).

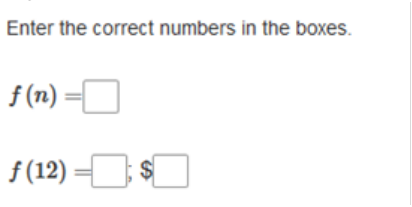
18.5.2. **K–2 limit use.** Use multipart items only when necessary to capture the original intention of SE questions.

18.6. Print to Digital Conversions

18.6.1. **converting anno to student copy** Anno that is converted to student-facing copy requires revision. When TE anno becomes student-facing copy, revisions may and sometimes must be made for clarity and style. The TE anno is teacher-facing, and its style rules (such as grammar and formatting) are designed to meet space limitations. When annos are converted to on-screen student-facing copy, they should be revised to match style rules for student-facing copy.

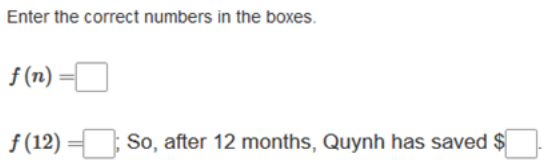
For example, the final lines of this item are converted TE anno but are improperly formatted and unclear to students.

Original (incorrect):



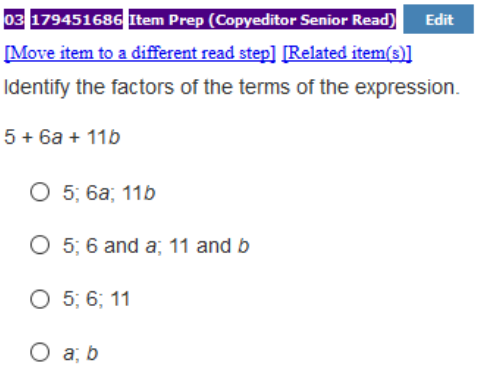
The student entry boxes and context were revised.

Revised:



Another example is that semicolons are used to separate answer responses in TE annos; however, semicolon use in series in student-facing copy is ruled by the designated style guides. Commas are used to separate items in a series except when items in the series contain commas themselves. So, for example, the items in the answer choices below should have contained commas, not semicolons.

Original (incorrect):



Revised (the expressions were also changed to LaTeX entries):

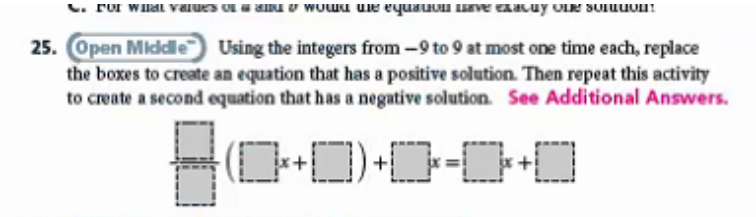
Identify the factors of the terms of the expression.

$5 + 6a + 11b$

- ○ a, b
- ○ $5, 6, 11$
- ○ $5, 6a, 11b$
- ○ $5, 6$ and $a, 11$ and b

18.6.2. **digital items are stand-alone** Each digital item must be self-contained, meaning that it contains all the necessary information to solve the problem and does not refer to data or examples outside of itself. For example, a stem cannot refer to "the theorem above" that is in another question in digital or a prior question in print, and feedback cannot refer to "the Explore section."

18.6.3. **Open Middle questions** Open Middle should be omitted from Learnosity (AGA Practice). Open Middle questions are excluded from OYO forms. Questions in the source that are identified by the run-in head "Open Middle" are to be omitted from OYO forms.



18.6.4. **stems for multiple problems in print** Stems covering multiple problems in print may and sometimes must be reworded for clarity when each problem becomes a distinct, stand-alone WebCMS item.

For example, the print TE says:

Suppose a and b give the populations of two states where $a > b$. Compare the expressions and tell which of the given pair is greater or if the expressions are equal. Justify your answer.

15. $\frac{b}{a+b}$ and 0.5 Since $a > b$, $\frac{b}{a+b} < \frac{b}{b+b} = \frac{1}{2}$. So $0.5 > \frac{b}{a+b}$.

16. $a + 13c$ and $b + 13c$, where c is the population of a third state 16–17. See Additional Answers.

17. $\frac{a-b}{2}$ and $a - \frac{b}{2}$

18. $a + b$ and $2b$ $2b = b + b$; This is less than $a + b$ because $a > b$, which implies that adding b to b is less than adding a to b. So, $a + b > 2b$.

19. $5(a + b)$ and $(a + b)5$ See Additional Answers.

The original WebCMS items maintained the stem and each part as in this example.
Original (incorrect):

15 179483514 Item Prep (Copyeditor Senior Read) Edit

[Move item to a different read step] [Related item(s)]

Suppose a and b give the populations of two states where $a > b$. Compare the expressions and tell which of the given pair is greater or if the expressions are equal. Complete the justification.

$\frac{b}{a+b}$ and 0.5

However, since each question stands alone and is not seen in the context of the other parts, each question stem is best reworded to avoid "the given pair" and just refer to the appropriate given pair.
Revised:

Suppose a and b give the populations of two states where $a > b$. Compare the expressions $\frac{b}{a+b}$ and 0.5 and tell which of the given pair is greater or if the expressions are equal. Complete the justification.

Similarly, the following are the original wording (which includes a fragment) and the revision that clarifies and corrects the fragment.
Original (incorrect):

Compose question

Enter an algebraic expression to model the given context. Give your answer in simplest form.

the price s of a pair of shoes plus 5% sales tax

Revised:

Enter an algebraic expression to model the price s of a pair of shoes plus 5% sales tax. Give your answer in simplest form.

18.6.5. **AGA Practice—Use Tools questions** For this specific type of question, Use Tools, found in Module Review forms, the digital version will differ from the print. The portion of the print question asking for a strategy and tool (example highlighted below) will be omitted from the digital version.

15. MP **Use Tools** State what strategy and tool you will use to answer the question, explain your choice, and then find the answer. A bridge is rated for vehicles weighing a maximum of 30,000 pounds. A shipping company loads each of its 15,000-pound trucks with 13,000 pounds of cargo. The scale the company uses to measure the weight of the loaded truck has a tolerance of 500 pounds. Are the trucks able to cross the bridge safely? Explain.

Here is the same question in digital; note that it does not ask for a strategy or tool.

15 495523944 Item Prep (Supp. TD Read)
[Move item to a different read step] [Related item(s)]

A bridge is rated for vehicles weighing a maximum of 30,000 pounds. A shipping company loads each of its 14,500-pound trucks with 12,000 pounds of cargo. The scale the company uses to measure the weight of the loaded truck has a tolerance of 400 pounds. Are the trucks able to cross the bridge safely?

Select the word from the drop-down list to correctly complete the sentence.

The trucks [ ] able to cross the bridge safely.

Check Answer

18.7. Readability

18.7.1. **Kindergarten copy** Kindergarten copy does not need to be readable. Kindergartners are not expected to read the on-screen copy; they will listen to the voiceover audio. Thus, teacher-facing oral directions from the print can be copied directly into the digital items, without concern about readability by kindergartners. (This varies from the G1–2 digital items, in which teacher directions in the print that are converted to student-facing copy on-screen should be readable by students—conversion may include no compound sentences, providing line breaks between sentences, etc.)

19. INDEXING

An index can be defined as "an alphabetical list of names, subjects, etc., with references to the places where they occur, typically found at the end of a book." In Houghton Mifflin Harcourt products, indexes are tools used by both external (student/teacher) and internal (HMH Staff) customers. Producing accurate, well-organized indexes is a benefit both for the quality of our products for our customers and for our ability to present our products effectively to our customers.

In general, index style for Into Math should follow the guidelines in CMS17. The following are some specifics on how to index Into Math.

19.1.1. **capitalization** The first word of a main heading is capitalized only if capitalized in text—a proper noun, a genus name, the title of a work, and so on. Subheadings are likewise always lowercased unless the keyword is capitalized in text.

19.1.2. **entries and subentries** Use no more than two levels of subentries (entry, subentry, sub-subentry).

Use indented style, not run-in style, for subentries.

19.1.3. **alphabetization** General alphabetization style is letter by letter per CMS17. (That is, alphabetization continues across spaces, serial commas, periods, hyphens, slashes, and apostrophes but stops at parentheses and other commas.)

sound barrier
sounding board
sound quality
sound waves
source region

titles For titles, ignore initial articles in alphabetization.

geographic features Proper names of geographic features that begin with a generic or topographic element are indexed in inverted form. So, proper names of lakes, mountains, etc. are inverted and alphabetized under their nongeneric or given name.

Michigan, Lake, 233
Rainier, Mount, 240

cities and towns Names of cities or towns that begin with a generic or topographic element, such as Lake or Mount, are not inverted and are alphabetized by using the generic name.

Lake Placid, 250
Mount Vernon, 256

initial articles, prepositions, and conjunctions Initial articles, prepositions, and conjunctions are ignored. But non-English words that contain definite articles are not inverted and are alphabetized by the article. For example, *El Niño* is indexed under *E*.

numerals Arabic and roman numerals are interfiled Identical entries that contain Arabic or roman numerals are ordered numerically. Also, the lack of a number in the first entry comes before the number in the second entry.

Voyager, 22
Voyager 1, 23
Voyager 2, 23

Numerals in headings are posted in ascending order regardless of their position (initial, medial, or final) in the heading. When a numeral is within an entry in which alphabetization continues across a hyphen, the lack of a number in the first entry comes before the number in the second entry. Also, the number in the second entry comes before the letters that follow. Superscripts and subscripts are sorted numerically.

carbon, 156
carbon-14, 218
carbon dioxide, 345

19.1.4. **sections** Each alphabetic section is preceded by the corresponding letter of the alphabet.

19.1.5. **number ranges** Give the full form of numbers in ranges.

√234–235 ✕234–5

19.1.6. **cross-references** In indexes, *see* and *see also* are set in italics.

20. UNITS OF MEASURE TABLE

Unit of measure	Symbol (Science & Math)	Symbol (other disci-plines)	Quantity	Unit type	In terms of other units	NOTES
acre	N/A	N/A	area	non-SI		No symbol is used in science.
ampere	A	A	electric current	SI base		
angstrom	Å	Å	distance		1 Å = 10^{-10} m = 0.1 nm	
bar	bar	bar	pressure	non-SI		
becquerel	Bq	Bq	radioactive decay	SI-derived	s^{-1} (disintegrations/second)	
British thermal unit	Btu	Btu	heat (energy)	non-SI	1 Btu = 1.055 × 10^3 J	Amount of heat needed to increase the temperature of one pound of water by one degree Fahrenheit
calorie	cal	cal	energy	non-SI		*See* ***Calorie, calorie*** *in* Science Usage Guide.
Calorie	Cal	Cal	energy	non-SI		*See* ***Calorie, calorie*** *in* Science Usage Guide.
candela	cd	cd	luminous intensity	SI base		
carat			weight	non-SI	1 carat = 100 points = 0.2 g	
centimeter	cm	cm	length	SI		
coulomb	C	C	electric charge	SI-derived	A•s, s•A	
cubic inch	in^3	cu. in.				Follow the same pattern for cubic foot, cubic yard, cubic mile, etc.
cubic meter	m^3	m^3	volume	SI		
cup	c	c.	volume	non-SI		
dalton	Da	Da	atomic mass	non-SI	1 Da = 1.660 540 × 10^{-27}	1 Da = $\frac{1}{12}$ of the mass of an atom of the nuclide ^{12}C
day	N/A	d.	time	non-SI	1 day = 24 h = 86,400 s	No symbol is used. Two exceptions are Data for Terrestrial Planets tables and Isotopes tables, in which m = minute(s), d = day(s), and y = year(s).
decibel	dB	dB	relative intensity of sound	non-SI		
degree Celsius	°C	ºC	temperature	non-SI	$T_{°C} = T_K - 273.15$	
degree Fahrenheit	°F	ºF	temperature	non-SI	$T_{°F} = (\frac{9}{5} T_{°C}) + 32$	
Earth day			time	non-SI	1 Earth day = 24 h	
farad	F	F	capacitance	SI-derived	C/V (coulomb/volt)	
fluid ounce	fl oz	fl. oz.	volume	non-SI		
foot	ft	ft.	length	non-SI	1 ft = 0.3048 m	
gallon	gal	gal.	volume	non-SI		

Unit of measure	Symbol (Science & Math)	Symbol (other disci-plines)	Quantity	Unit type	In terms of other units	NOTES
gram	g	g	mass	SI		
gram per cubic centimeter	g/cm^3	g/cm^3	density, mass density	SI-derived		
hectare	ha	ha	area	non-SI	1 ha = 10^4 m^2	
hertz	Hz	Hz	frequency	SI-derived	s^{-1} (cycles/second)	
horsepower	hp	hp	power	non-SI	1 hp = 746 W	
hour	h	h.	time	non-SI	1 h = 60 min = 3600 s	
inch	in.	in.	length	non-SI		12 in.; ruler A 12-inch ruler is the best tool. The shelf length was 12 in.
joule	J	J	energy	SI-derived	N•m	
karat	N/A	N/A	fraction of gold in a metal	non-SI	$\frac{1}{24}$ part of pure gold	24-karat gold is 100% gold 14-karat gold is 14 parts gold and 10 parts alloy
kelvin	K	K	temperature	SI base		
kilogram	kg	kg	mass	SI base		
kiloliter	kL	kL	volume	non-SI		
kilometer	km	km	length	SI		
light-year	ly	ly	distance	non-SI	1 ly = 9.46×10^{12} km = 5.88×10^{12} mi	distance light travels in a vacuum in 1 year at the rate of 299,792 km/s (186,281.7 mi/s).
liter	L	L	volume	non-SI	1 L = 1 dm^3 = 10^{-3} m^3	
Mars year			time	non-SI	1 Mars year = 1.88 Earth years = 687 Earth days	
Martian day	sol	sol	time		1 sol = 24 h 40 min	Time on Mars spent by vehicles such as the Mars Rover are designated as Sol 1, Sol 2, etc.
mega-annum	Ma		time	non-SI	million years before present	
meter	m	m	length	SI base	1 m = 3.2808 ft	
metric ton	t	t	mass	non-SI	1000 kg	
microgram	µg	µg	mass	SI		
micrometer	µm	µm	length	SI		
mile	mi	mi.	distance	non-SI		
miles per hour	mi/h	mph		non-SI		
milligram	mg	mg	mass	SI		
milliliter	mL	mL	volume	non-SI		

Unit of measure	Symbol (Science & Math)	Symbol (other disci-plines)	Quantity	Unit type	In terms of other units	NOTES
minute	min	min.	time	non-SI	1 min = 60 s	Two exceptions are Data for Terrestrial Planets tables and Isotopes tables, in which m = minute(s), d = day(s), and y = year(s).
molarity	M	M	concentration	non-SI	moles/liter	
mole	mol	mol	amount of substance	SI base		
month	*Sci:* N/A ***Math:*** **mo**	mo.	time	non-SI		No symbol is used in science.
nanometer	nm	nm		SI		
newton	N	N	force	SI-derived	$m \bullet kg \bullet s^{-2}$	
ounce	oz	oz.	weight	non-SI		
pascal	Pa	Pa	pressure	SI-derived	N/m^{-2}	
picocurie	pCi	pCi				
picometer	pm	pm	length	SI		
pint	pt	pt.	volume	non-SI		
pound	lb	lb.	weight	non-SI		
quart	qt	qt.	volume	non-SI		
second	s	*In American standard context:* sec. *In SI context:* s	time	SI base		
square inch	in^2	sq. in.				The area of the rectangle was 20 in^2. Follow the same pattern for square foot, square yard, square mile, etc.
square meter	m^2	m^2				
cubic inch	in^3	cu. in.				Follow the same pattern for cubic foot, cubic yard, cubic mile, etc.
tablespoon	*Sci:* Tbsp ***Math:*** **tbsp**	Tbsp.	volume	non-SI	1 Tbsp = 3 tsp $\cong$ 15 mL 4 Tbsp = $\frac{1}{4}$ cup	
teaspoon	tsp	tsp.	volume	non-SI	1 tsp $\cong$ 5 mL	
tesla	T	T	magnetic flux density	SI-derived	Wb/m^2	
ton	N/A	N/A	weight	non-SI	1 ton = 2000 lb	No symbol is used.
unified atomic mass unit	u	u	atomic mass	non-SI	1 u = $1.660\ 540 \times 10^{-27}$	1 u = $\frac{1}{12}$ of the mass of an atom of the nuclide ^{12}C use u [1/20/06]
volt	V	V	electric potential	SI-derived	W/A [watt/ampere]	volt
watt	W	W	power	SI-derived	J/s	

Unit of measure	Symbol (Science & Math)	Symbol (other disci-plines)	Quantity	Unit type	In terms of other units	NOTES
weber	Wb	Wb	magnetic flux	SI-derived	V•s	
week	N/A	w.	time	non-SI		
yard	yd	yd.	length	non-SI		
year	*Sci:* y ***Math:*** **yr**	yr.	time	non-SI		In Data for Terrestrial Planets tables and Isotopes tables, m = minute(s), d = day(s), and y = year(s).

21. WORD LISTS

See the HMH CEID guidelines, a separate and frequently updated style document, for any terms related to race, gender, or physical abilities, such as *African American, Black, disabled, Down syndrome, Romany, white*, etc.

These word lists do not recommend words but rather recommend *usage* for words that authors may select for specific purposes. For example, *compact disc* is a term for old technology that may not be relevant to students' daily lives; however, if the term is selected for use by an author, it can be cross-checked here.

21.1. Word List K–5

1-centimeter grid paper
1-whole strip
1-whole piece
1/4-fraction strip
1/4-size parts
1/4-size pieces (G3–G4 style)
1/4-fraction pieces
1/4-fraction circle pieces (G3–G4 style)
1/4-strip (G5 style for Florida)
2-digit number
2-section spinner
9-section grid
10-cube train
12-inch ruler
a zero fact (primary)
a.m. (lowercase letters)
audio cassette
anyplace
backward (*not* backwards)
bar-graph grid
barnyard
base-ten blocks (adj.) (*not* base-10) (Also, use base-ten blocks, *not* place-value blocks)
black-and-white photographs
board games
box-and-whisker (adj.)
buildup (n.)
build up (v.)
bulletin board
CD-ROM (caps)
CD-ROMs (no apostrophe before "s")
cent symbol
cent-symbol cards
check up (v.)
checkup (n.)
check mark (n.) (two words)
children's (plural possessive)
cleanup (adj., n.)
clean up (v.)
click (means "press and release") (generally preferred over click in or click on)
chalk ledge (two words)
clock face (*not* clockface)
color pencils (*not* colored pencils)
column (example: Column 2)
combinations for 8 (*not* combinations of 8)
connecting-cube train
count by twos (*not* count by two) (see also 2.2.6)
counterclockwise
craft stick (*not* Popsicle stick or paste stick)
cross-out (n.) (*but* cross out [v.])
cross-reference
cutout (n., adj.)
cut out (v.)
different-shaped

different-sized
dot paper
double-click (v.)
doubles-minus-one
doubles-plus-one
dinnertime
divide the class (*not* divide the students)
drag (preferred to click and drag)
dry-erase marker
Earth (Cap when naming the planet, with or without the word *the*.)
email
English Language Learner (Cap all three first letters)
equal sign (*not* equals sign)
equal-sized wholes, parts, pieces (*not* equal-size)
every day (adv., see also 14.3.18)
everyday (adj., see also 14.3.18)
facedown (adv.)
faceup (adv.)
family (*not* parents)
Fibonacci numbers
fifty-cent coin
firsthand
flashcards (primary)
flipchart
fraction strip (*not* fraction bar)
Frisbee (avoid brand name; e.g., flying disc toy)
game card
greater-than symbol
grid paper (*not* graph paper)
glue (*not* paste)
greater, lesser numbers (*not* larger, smaller)
half dollar (n.)
half hour
handspan
heel-to-toe
his or her (*no*t his/her)
hole-punch
hundred chart (*not* hundreds chart)
increase the chance (not increase the chances)
index-card label
jump-rope (adj.) (*but* jump rope [n.])
kindergartner (*not* kindergartener)
leap-frog (n., v.)
left side (*not* left-hand side)
left-to-right (adj.)
less-than symbol
line plot (G2–5, *not* dot plot in G2–5)
lowest terms (*use* simplest form)
lunch box
math (OK instead of mathematics)
midnight (*not* 12 midnight)
multi-digit
multistep (see also 14.1.1)
nonstandard
noon *(not* 12 noon)
number cube (*not* die or dice)
numbers 6–10 (*use* en dash rather than hyphen)
one-half (adj.) (*but* one half [n.])
one-fifth mile (One-fifth is the adjective, and mile is the noun; use a hyphen within the adjective for clarity.) (See also 10.1.)
one-more pattern
one-to-one correspondence; match one-to-one
one-step (adj.) (*not* 1-step)
paper clip (n.)
Pascal's triangle
pattern-block fractions
pattern-block shape
perimeter (Example: $P = 48$)
permutations (Example: ${}_6P_2$)
picture graph (*not* pictograph)
picture-word card

Ping-Pong (avoid brand name; table tennis)
place mat
place-value chart
plane shape
pointer (Spin the pointer, *not* the spinner.)
poster board (preferred over tagboard or oaktag)
problem solver
problem solving (adj., n.)
punchout (n., adj.)
punch-out pennies (*no*t punchout)
quart-size (*not* sized)
real-life situations
recount (for count again)
re-sort (to sort again—to distinguish from resort)
right-hand column
role-play (n., v.)
Rollerblades (avoid brand name; inline skates)
rote-count
sand paintings; sand-painting designs
second-to-last (adj.)
self-stick note
semi-closed
set up (v.) (*but* setup [n.])
sheet of paper (*not* piece of paper)
shoe-box (adj.) (*but* shoe box [n.])
side-by-side (adj.) (*but* side by side [adv.])
simplest form (refers to fractions; use this rather than lowest terms)
single-digit number
size vs. sized (adj., use "same-sized" and "different-sized" for consistency, as in "same-sized pieces") (See hyphens in compound adjectives, 10.1.)
skip count
slope-intercept form
solid figure
solid-figure faces
sound-alike (n.)
spinner (Spin the pointer, *not* the spinner.)
stand-sit pattern
stem-and-leaf plot
straightedge (n.)
subtraction-related words
sun (*not* Sun)
symmetric (*not* symmetrica*l*)
table (*not* chart, except for place-value chart)
springtime
spoonfuls (*not* spoonsful)
tagboard (*use* poster board)
take-away story
tape recorder (or cassette player; Depends on usage; some cassette players do not record.)
ten-thousandths (Use the hyphen to name a place value less than 1.)
the make-a-model strategy; the strategy make a model
three-year-old (n. adj.)
tic-tac-toe
times ("3 times as great as n" means $3 \times n$. "3 times greater than n" means $n + [3 \times n]$, or $[4 \times n]$.)
toward (*not* towards)
two-color counters
two-step problem (*not* 2-step)
two ten-thousandths (Use the hyphen to show that ten goes with thousandths and not with two.)
upside-down (adj.) (*but* upside down [adv.])
warm-up
wax paper (*not* waxed paper)
website
word-card game

write on-wipe off surface
x-axis, *x*-coordinate
X-ray (adj., also verb, but avoid verb.)
X ray (n.)
yardstick
year-round (adv.)
yellow-and-orange (adj.)
zip-top plastic bags

21.2. Word List 6 and Up

abolition, abolitionist (lowercase even in Civil War contexts)
active-voice (*prenominal adj.*)
actor (*not* actress)
adviser (*not* advisor)
Age of Reason
African American
air-quality standards
Algonquian (n., adj.), Algonquians (pl.) (See AHD5 for the distinction between this form and Algonquin.)
Algonquin (*n., adj.*), Algonquins (*pl.*)
American Dream
ancestor (*instead of* forefather)
anymore (adv., as in "any longer"; see 14.3.7)
any more ("anything additional"; see 14.3.7)
appendixes (*not* appendices)
Arabic numeral
amoeba
amoebic dysentery
army (when not part of official title)
baby-sit (*but* babysitter)
backward (adj., *not* backwards, *but see below*)
backward *or* backwards (adv.)
bestseller
best-selling
Biblical
biodiversity hotspot
birth rate
blond (Use only as an adjective, not as a noun.)
blonde (Do not use.)
blood-glucose level
blood-sugar level
blue jeans
body-fat ratio
bogy (referring to a goblin, an imaginary evil)
boldface (*not* boldfaced; n., adj., v.)
bologna (not baloney, referring to sausage)
boogeyman
bulletin board (n., adj.)
Burma (Do not use except in historical contexts; use Myanmar.)
buses (n. pl.), bused, busing
Cabeza de Vaca, Álvar Núñez
Cabinet (the body of presidential advisers)
Caldecott Honor Book
Caldecott Medal (*but* Caldecott award)
caldron
call-and-response (n., adj.)
campout (n.)
car wash (n.)
catalog
cause and effect (n. phrase)
cause-and-effect (prenominal adj.)
cause-effect essay
cell phone
chalkboard (Do not use; *use* board.)

chat group (tech term)
Chávez, César
child rearing (n.)
child-rearing (prenominal adj.)
civil rights (general term; *but* Civil Rights movement, see 10.4.15)
Civil War (*not* War Between the States)
clean up (v.)
cleanup (n., adj.)
coal-burning power plant (adj.)
coevolution
cold-water current
Colonies, Colonial, Colonist (referring to the thirteen American Colonies)
compact disc
comparison-contrast essay
computer disk (or floppy disk. If it is round, the word ends in a c. Remember that a CD-ROM is a disc, not a disk.) (tech term)
copy master
Cousteau, Jacques Yves
course work
coworker
coverslip
critical thinking (n., adj.)
cross-curricular
Cummings, E. E. (*not* e. e.)
Dark Romantics
daycare (n., adj.)
decision making, decision maker (n.)
decision-making (prenominal adj.)
décor
deep-ocean basin
descendant (n.) (*not* descendent)
Dewey decimal classification
dial-up (tech term)
disc (referring to a phonograph record, CD, DVD)
disk (referring to a computer floppy or spinal disk)
Dissenter (British Protestant who does not belong to the Anglican Church)
distracter (*not* distractor) (a wrong answer in a multiple-choice test)
dogsled (n, v.)
dos and don'ts
double Dutch
downslope
drinking-water treatment process
driver's license
drop-down (adj.) (tech term)
email
Encyclopaedia Brittanica (no ligature)
endpoint
English-language (prenominal adj.) (may be superseded by project style)
English-speaker (n.)
English-speaking (adj.)
ensure (not insure, except when specifically talking about insurance)
entitled (Do not use; *use* titled.)
equal sign
everyday (adj.)
every day (adv.)
fade-in (n.)
fade in (v.)
faraway (adj.)
far away (adv.)
Fireside Poet
First Battle of Bull Run
first-class lever
first grader (likewise for second grader, etc.)
5W-How? questions
flashcard
folk tale

4R test (no quotation marks needed)
Free Staters (Ireland)
free verse (n.)
free-verse (prenominal adjective)
freshwater (adj.)
fresh water (n.)
freewrite
freewriting
French Creole
fullness
Gandhi, Mohandas Karamchand
gauntlet (both the glove and the punishment)
Gautama, Siddhartha
Glorious Revolution
gold rush
Good Samaritan
goose-quill (prenominal adj.)
grade-point (prenominal adj.)
Great Awakening (U.S.)
Great Depression
Great Migration (United States)
greenhouse-gas emissions
groundwater (n., adj.)
grownup (n.)
grown-up *(adj.)*
Guisewite, Cathy
gypsy (Do not use; *use* Romany.)
half-dollar
half-hour , half-hourly (*but* half an hour)
half-life
halftime (as in intermission)
hard of hearing
healthcare (n., adj.)
heart rate
help-wanted ad
high school (n., adj.)
host name (tech term)
de Hoyos, Angela
human-made (adj.)
ice age, an
Ice Age, the (the most recent glacial epoch)
icecap
ice-cream (adj.)
ice-skating (n.)
internet; the net (lowercase are now preferred usage in AHD5)
Iowa Writers' Workshop
Jazz Age
keyword (one word only when referring to a specific word entered on a keyboard to perform an internet search or to enter in a software program) (tech term)
key word (as in "the key word in the passage")
King, Dr. Martin Luther, Jr. (Always include the academic title.)
KWL chart
Larson, Gary
leapt
least common denominator (see also 14.4.25)
Least Heat-Moon, William
Le Morte d'Arthur
LEXIS (online information service) (tech term)
Lexus™ (automobile; trademark—avoid using)
life-form
lift off (v.)
liftoff (n.)
lightface (*not* lightfaced; n., adj.)
light-year
lip-sync
listserv (tech term)
log in, log on, log out (v.) (tech term)
login, logon, logout (n., adj.) (tech term)
madam
magic realism

main idea (n.); main-idea (prenominal adj.)
main-sequence star
make up (v.)
makeup (n., adj.)
Mao Zedong
Martin Luther King Jr. Day
Master of Arts
Maya (n.), Mayas (n. pl.)
Mayan (adj.)
menu bar (tech term)
meterstick
Middle Passage
middle school (n., adj.)
Moby-Dick, Moby-Dick
modernism, modernist
monomyth
mosaic (art)
Mosaic (relating to Moses)
Mount Saint Helens
MP3 (tech term)
multistep (see 14.1.1)
Myanmar (*not* Burma)
My Ántonia
Nationalists (Spanish Civil War)
naturalism, naturalist
Navajo (sing.), Navajos (pl.)
neoclassicism
Newberry Library
Newbery Medal
NEXIS (online information service) (tech term)
Nobel Peace Prize
Nobel Prize in [Field]
nominative case (n., adj.)
Nonconformism
nonpoint-source pollution
nonprint
nonstandard English
North of Ireland (Do not use; *use* Northern Ireland.)
note card
note taking (n.)
note-taking (prenominal adj.)
nuclear-waste disposal
objective case (n., adj.)
ocean-water (adj.)
off track (as in "off course")
Ojibwa (sing.), Ojibwas (pl.)
okay, okayed, okaying (v.)
okay, okays (n. Use the abbreviation OK only in special contexts, such as labels in GUM exercises or charts.)
old-growth forest
on-screen (adj., adv.)
open-pit mining
orature (African oral literature)
Panchatantra, the
parent-teacher (prenominal adj.)
passive solar heating
Peasants' Revolt
peer response (n.)
phishing (tech term)
pipet
place-value (adj.)
plug-in (adj., n.) (tech term)
point-source pollution
pollution-control device
pop-up (prenominal adj.) (tech term)
pop up (v.) (tech term)
possessive case (n., adj.)
postcard
poster board
postreading
posttest
prereading
problem-solution (prenominal adj.)
problem solving (n.)
problem-solving (prenominal adj.)
pros and cons
pull-down (adj.) (tech term)

Pygmy, pygmy (Do not use unless it is part of the name of an animal or plant breed.)
quinceañera
Quran, Quranic
rain forest (n.)
rain-forest (adj.)
Ramayana, the
Rangoon (Do not use; see Yangon.)
read-aloud (n.)
Readers' Guide to Periodical Literature
Reaganomics
red dwarf star
realism, realist (literary terms)
real-world (adj.)
reread
résumé
Roaring Twenties
roller-skating (n.)
Roman numeral
Romany (n., adj.), Romanies (pl.) (Use these terms, *not* gypsy.)
Romantic, Romanticism (literary terms)
round robin (n.)
round-robin (prenominal adj.)
roundtable (discussion involving several participants)
Round Table (Arthurian)
Russian Revolution
salt marsh (n.)
salt-marsh (adj.)
saltwater (adj.)
salt water (n.)
school book (n., adj.)
school day (n., adj.)
science fiction (n., adj.)
sea floor (n.)
sea-floor (adj.)
secondhand
Serra, Junípero
Shar-Pei (dog breed)
short-answer (prenominal adj.)
short short story
short story (n., adj.)
Shoshone (sing.), Shoshones (pl.)
shyer, shyest
Six Counties (Ireland)
slow-twitch muscle
slyer, slyest
Social Security (U.S. federal entitlement program)
sophist, sophism
de Soto, Hernando
snowline
space shuttle (n., adj.)
Spanish Civil War
special education (prenominal adj.)
spellcheck (v.)
spellchecker (n., adj.)
spellchecking (n., v.) (Do not use spellchecking as an adjective.)
spyware (tech term)
SQ3R method
Standard English (n., adj. as language term)
state-of-being
step-by-step (adj.)
Stoicism
storm-water runoff
straitlaced
streetlamp
study guide (lowercase unless part of a title)
subheading
Summer Games
Sun Dance
surface water (n.)
surface-water (adj.)
syllabication
tabouli
tall tale
The Tatler

team-write
tectonic plate boundary
test taking (n.)
test-taking (prenominal adj.)
thank you (prenominal adj.)
theater (*but* Globe Theatre, Drury Lane Theatre, etc.)
third-person-omniscient (prenominal adj.)
thirty-eighth parallel (Asia: in running text)
three-by-five-inch card
Through the Looking-Glass (Lewis Carroll novel)
timeline
tranquility
transcendentalism, transcendentalist
tree of knowledge
tree of life
true-false question
tune-up (n.)
tuneup (v.)
underway (adj., adv.)
underworld (referring to organized crime)
Underworld (when referring to a realm in a belief system, such as Hades)
upslope
U.S.A. (see also 14.4.57)
Van Dieman's Land (Tasmania)
Vedic
vice-president
visual(s) (n.) (not visual aid(s)) (Note: Visual aids is a term that appears in California standards and is okay in standards citations; however, use visuals in student material.)
VoIP (tech term)
warm-water current
wastewater treatment (n., adj.)
water-vascular system
Web, the (as in the World Wide Web)
Web page
website
"What am I?" riddle
"What if?" question
white dwarf star
window-shopping (n., adj., v.)
Winter Games
word list
word processing (n.)
word-processing (prenominal adj.)
word search puzzle
word web
worksheet
worshiped, worshiping
x-ray (n., v., adj.)
Yangon (capital of Myanmar; do not use Rangoon)
Yoruba (single or collective n.)
Yoruban (adj.)
Zip Code
zoo (Do not use*; use* wildlife park or zoological park)