

STYLE MANUAL

The Reading Recovery Council of North America

REVISED

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Reading Recovery® Council
of North America

This style manual is written for Reading Recovery personnel and others submitting copy for RRCNA publications and reports. It is intended to be an evolving document with additions and changes as needed. It was reviewed by the Publications Committee of the Reading Recovery Council of North America in February 2002, and was updated and revised by the journal editors and Chair of the Communications Committee in December 2006. To suggest changes and additions for committee review, please contact the publications manager at the Reading Recovery Council of North America.



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INTRODUCTION

The following guidelines are based on rules of editorial style developed by the American Psychological Association (APA) and published in the *Publication Manual of the American Psychological Association* (5th edition, 2001). Specific APA section numbers have been included with their guidelines to provide additional APA examples of usage.

Because APA style is directed specifically toward writing journal articles, a number of general guidelines are not included in the APA manual. APA recommends the *Chicago Manual of Style* (University of Chicago Press, 1993; referred to herein as CMS) as a general guide to style (APA, p. 77). A number of relevant guidelines taken from CMS have been included in this document; they are referenced with the specific section in CMS.

Note RRCNA has adopted certain specific style standards which may deviate from the current APA manual (see RRCNA-Specific Style). Note also the APA considers *Merriam-Webster's Collegiate Dictionary* to be the standard reference for spelling. If there is more than one choice for spelling a word, use the first spelling listed (APA 3.10).

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PUNCTUATION

General

Punctuation with Quotation Marks

- Periods and commas go inside closing single or double quotation marks. All other punctuation follows the quotation marks unless they are part of the quoted material. (APA 3.36)
- Punctuation at the end of a reference or direct quotation may be changed to fit syntax. (APA 3.37)

Periods

Periods (and spaces) are used with initials of names. (APA 3.27)

M. M. Clay

Exception: Don't use periods or spaces for names of people known by their initials. (CMS 14.4)

FDR, JFK

Periods are used to abbreviate United States when used as an adjective. (APA 3.27)

U.S. schools

Periods are used in Latin abbreviations (more in section on abbreviations, p. 13). (APA 3.27)

p.m., e.g.

Periods are used when abbreviating references. (APA 3.27)

Vol. 2, p. 3

Omit periods when abbreviating state names in reference lists (more on abbreviating states, p. 13). (APA 3.27)

OH, NY

Omit periods with capital letter abbreviations and acronyms. (APA 3.27)

RRCNA, OSU

Omit periods with metric and nonmetric measurement abbreviations. (APA 3.27)

ml, lb, hr

Be sure that when abbreviating and not using periods, the abbreviation does not spell a word (e.g., inch-in; number-no). In these cases, use periods despite the rule. (APA 3.27)

Commas

Commas are used between elements in a series of three or more items, including before *and* and *or*. (APA 3.02)

reading, writing, and arithmetic

A comma is used to separate two independent clauses joined by a conjunction. (APA 3.02)

Note: Commas can be omitted if clauses, phrases, or elements of the sentence are short and misreading is unlikely. (CMS 5.38)

Books were donated and teachers distributed them to classes as needed.

Commas are used to set off a nonrestrictive dependent clause (a clause that if removed would not affect the meaning of the main clause). (APA 3.02)

The child read the book, which had been donated by the library, without assistance.

Commas are used to set off the year in complete dates. (APA 3.02)

April 23, 2001, was the final day.

Note: A comma is not used when time is indicated by month-year sequence. (APA 3.02)

April 2001

A comma is used to set off the year in parenthetical reference citations. (APA 3.02)

(Clay, 1983)

Commas are used to separate groups of three digits to the left of the decimal point in most numbers of 1,000 or more. (APA 3.02)

Exception: Do not use commas for page numbers, binary digits, and degrees of temperatures. (APA 3.48)

Commas are not used to set off a restrictive dependent clause (a clause that if removed would alter the meaning of the main clause). (APA 3.02)

The child read the book that included new vocabulary words without assistance.

A comma is not used between the two parts of a compound predicate. (APA 3.02)

The student read the instructions provided and completed the assignment.

A comma is not used to separate parts of measurement. (APA 3.02)

3 hours 7 minutes

10 years 4 months

A comma is not used to set off parts of names such as *Jr.*, *Sr.*, or *IV*. (CMS 8.55)

Semicolons

A semicolon is used to separate two independent clauses that are not joined by a conjunction (APA 3.03) or are joined by an adverb such as *then, however, thus, hence, indeed, accordingly, besides, or therefore*. (CMS 5.90)

Semicolons are used to separate elements in a series that already contain commas. (APA 3.03)

Colons

Place a colon between one clause and a second clause that explains or clarifies the preceding clause. (APA 3.04)

Note: If the clause following the colon is a complete sentence, it begins with a capital letter. (APA 3.04)

The concept is simple: Children must be able to read at an early age.

Use a colon in ratios and proportions. (APA 3.04)

student:teacher
1:2

Use a colon between place of publication and publisher in reference lists. (APA 3.04)

Columbus, OH: Pearson

Use a colon to introduce a list or series in certain cases (see section on lists, p. 15). (APA 3.04, 3.33)

Dash

Dashes indicate a pause or sudden interruption. APA feels the overuse of dashes “weakens the flow of material.” (APA 3.05)

Quotation Marks

Quotation marks are used to set off material quoted directly from a source. (APA 3.06)

Quotation marks are used for a word or words used for irony, slang, or in a coined expression. Quotation marks should only be used the first time the word or words appear. (APA 3.06)

Exception: Use italics for words that could be misread (subjects in the *small* group—small being the group designation, not the size of the group). (APA 3.19)

Quotation marks are used to set off an article title or periodical or book chapter in text. (APA 3.06)

Note: Do not use quotation marks to set off article titles or periodicals or book chapters in reference lists. (APA 3.06)

Quotation marks are used to set off unpublished works such as dissertations, theses, manuscripts, lectures, and papers in text. (CMS 7.147)

Note: Do not use quotation marks to set off unpublished works such as dissertations, theses, manuscripts, lectures, and papers in reference lists.

Do not use quotation marks to add emphasis. Use no punctuation; if necessary, change wording to provide emphasis. (APA 3.06)

Do not use quotation marks to identify the parts of a range. Instead, use italics. (APA 3.06, 3.19)

Responses ranged from *always* to *never*.

Do not use quotation marks for words used as a linguistic example. Instead, use italics. (APA 3.06, 3.19)

The difference between *effect* and *affect* is often subtle.

Do not use quotation marks for key terms. Instead, use italics (and only italicize the first time the term is used). (APA 3.06, 3.19)

The term *literacy program* is often misused.

Parentheses

Parentheses are used for reference citations in text. (APA 3.07)

Students were found to have acquired reading skills (Clay, 1983).

Parentheses are used for citation in a direct quotation. (APA 3.07)

“Reading Recovery is the best evidence yet of the direct link between good design and education excellence.” (Wilson & Daviss, 1994).

Do not use parentheses to enclose parenthetical material within parentheses. Instead, use brackets. (APA 3.07)

A number of studies show Reading Recovery to be a successful literacy program (see also Wilson & Daviss [1994] who confirmed student success hinged on well-designed reading programs).

Parentheses should not be used back to back; instead separate elements with a semicolon within the parentheses. (APA 3.07)

Many writers make use of a good style guide (e.g., *The Elements of Style*; Allyn and Bacon, 2000).

If parentheses enclose a complete sentence, place punctuation inside the closing parenthesis. If material is an incomplete sentence, punctuation is placed outside the closing parenthesis. (APA 3.07)

Brackets

Brackets are used to enclose parenthetical material within parentheses. (APA 3.08)

(A number of sources [Clay, 1993] support this principle.)

Exception: Use commas if material can be set off without confusing the meaning. (APA 3.08)

(as underscored by Clay, 1993, in a detailed methodology)

Use brackets to enclose material inserted in a quotation by someone other than the original writer. (APA 3.08)

Clay suggests teachers re-examine their “analysis of the child’s difficulties, new explanations [of the child’s difficulties] that might apply...”

Slash (/)

A slash can be used to clarify a relationship that uses a hyphenated compound. (APA 3.09)

international/community-wide implications

A slash can be used to indicate *per* in measurements that have a specific numerical value. If there is no specific value, use the word *per* instead of a slash. (APA 3.09)

Children average 20 new words/lesson.

The purpose of the class was to increase new words learned per lesson.

Use slashes for English phonemes. (APA 3.09)

/o/

Use a slash to cite a republished work in text. (APA 3.09)

Clay (1983/2001)

Use phrases, not slashes, in *and/or* constructions. (APA 3.09)

teacher or trainer

not

teacher/trainer

parents, children, or both

not

parents and/or children

Use hyphens, not slashes, for simple comparisons. (APA 3.09)

before-after results
not
before/after results

Ellipsis (...)

Use an ellipsis within a sentence in a quotation to indicate material omitted from the original source. (APA 3.38)

Note: To indicate omission between two sentences, use four dots (actually the period of the first sentence plus the usual three dots). (APA 3.38)

Do not use an ellipsis at the beginning or end of any quotation unless you need to make clear that the quotation begins or ends in mid-sentence. (APA 3.38)

HYPHENATION

The APA recommends consulting *Merriam-Webster's Collegiate Dictionary* initially to see if there is an established form for the compound—whether it is open, hyphenated, or closed. If the compound is not in the dictionary or if it is a temporary compound (two or more words occurring together to express a single thought, as in *state-of-the-art*), a few general principles can be followed. (APA 3.11)

Do not use a hyphen unless the compound can be misunderstood or is confusing.
(APA 3.11)

Use a hyphen for clarity and to ensure the reader understands the intended meaning of a compound. (APA 3.11)

Ensure the reader knows which words of the phrase modify the noun. Using the phrase *thirty minute sessions* as an example, a hyphen can indicate whether there are thirty sessions lasting one minute each (*thirty minute sessions*) or there are sessions that last thirty minutes each (*thirty-minute sessions*).

Generally, compound adjectives are hyphenated when they come before the noun and left open when they follow the noun, providing the meaning is sufficiently clear.
(APA 3.11)

As an example: well-established techniques
 BUT the techniques were well established

Most compounds formed with prefixes are not hyphenated. (APA 3.11)

Examples of unhyphenated prefixes include *anti, co, mid, non, over, post, pre, pro, re, under*. In the *Publication Manual of the American Psychological Association* (5th edition, 2001), a complete list of these prefixes may be found on page 92.

Exceptions follow and mostly serve to avoid ambiguity. Hyphenate the following prefixed words, whether they precede or follow the object:

- Compounds with capitalized words, numbers, or abbreviations (APA 3.11)
 pro-Europe, pre-1990s, non-RRCNA materials
- Compounds of more than one word (APA 3.11)
 state-of-the-art equipment
- All *self-* compounds, whether they are adjectives or nouns (APA 3.11)
 self-administered test, self-awareness
- All words that could be misunderstood, such as re-create (meaning to create again) or co-operate (meaning to operate in tandem) (APA 3.11)
- Words that could be misread because they have double or repeated vowels (Exception: *Pre* and *re* compounds are generally not hyphenated.) (APA 3.11)
 anti-inflationary

When two or more compound modifiers have a common base, omit all bases but the last one and retain the hyphens. (APA 3.11)

As an example: high-, low-, and middle-level officials

Additional Guidelines

Hyphenate the following :

- A compound with a participle when it comes before the noun (APA 3.11)

decision-making process

Note: these noun-participle compounds are not hyphenated when used as nouns or predicate adjectives. (CMS, pp. 222, 227)

- A phrase used as an adjective when it comes before the noun (APA 3.11)

step-by-step instructions

- An adjective-noun compound when it comes before the noun (APA 3.11)

low-achieving students

- A compound with a number as the first element when it comes before the noun (APA 3.11)

third-grade student, one-way mirror

- A compound that includes a comparative or superlative adjective (RRCNA-specific)

better-prepared student, least-understood principle

- Common fractions, whether used as nouns or adjectives (RRCNA-specific)

one-half of students

one-third full

Do not hyphenate compounds that include a letter or number as the second element. (APA 3.11)

type A personality

type 2 error

Do not hyphenate compounds that include an adverb ending in *-ly*. (APA 3.11)

widely read children's book

easily administered test

Do not hyphenate foreign phrases used as adjectives or adverbs. (APA 3.11)

an ad hoc committee

CAPITALIZATION

Generally, capitalize full or official names; do not capitalize shortened, informal, or generic names. (CMS 7.2)

The Ohio State University
the university

Standards and Guidelines Committee
the committee

Capitalize positions, job titles, and offices only when the full name of the title or position immediately precedes the person's name and is not separated by a comma. (CMS 7.16)

Executive Director Jady Johnson
Jady Johnson, the executive director
the executive director of RRCNA
RRCNA Board of Directors, the board of directors, the board

Capitalize official names of university departments, academic courses, offices, buildings, schools, departments, programs, centers, institutes, bulletins, conferences, etc.; do not capitalize shortened or informal names. (APA 3.14; CMS, 7.16–18, 7.22, 7.26)

Department of Education
the education department

Elementary Education 101
the education course

The Literacy Initiative Conference
the conference

Capitalize complete titles of tests; do not capitalize shortened or informal titles of tests (except for proper names). (APA 3.16)

Slosson Test of Word Recognition
the word recognition test
the Slosson test

Additional Guidelines

Capitalize geographic terms only if used as proper names. Do not capitalize compass directions unless they are part of proper names. (CMS 7.36)

the East (Asia)
eastern Europe (unless speaking politically, which would be Eastern Europe)
eastern seaboard
West Virginia
central Ohio, state of Ohio, city of Columbus

Capitalize the first word after a colon if the clause is a complete sentence. (APA 3.12)

The concept is simple: Children must be able to read at an early age.

Capitalize major words of titles of books and articles when in text. Conjunctions, articles, and short prepositions are not capitalized. Capitalize all verbs, nouns, adjectives, adverbs, pronouns, and all words of four letters or more. Also capitalize both words in a compound, and capitalize the first word after a dash or colon. (APA 3.13)

Note: In titles of books or articles in reference lists, only the first word, the first word after a colon or dash, the first word of a hyphenated compound, and proper nouns are capitalized. (APA 3.13)

Capitalize major words in article headings and subheadings, and in table titles and figure captions. (APA 3.13)

Capitalize references to titles of other sections within the same article. (APA 3.13)

as noted in the Executive Summary

Capitalize academic degrees when they follow a personal name, whether spelled out or abbreviated (abbreviate academic degrees with periods, but no spaces in between). When degrees are referred to in general terms, they are spelled out and lowercased. (CMS 7.26)

Irene Fountas, Ph.D.

He will receive his master of science degree next month.

Capitalize nouns, adjectives, and words used as proper nouns. (APA 3.14)

Freudian slip

Note: Proper adjectives that have acquired a common meaning are not capitalized (eustachian tube); APA suggests consulting *Merriam-Webster's Collegiate Dictionary* for guidance. (APA 3.14)

Do not capitalize nouns followed by numerals or letters if they refer to common parts of books or tables. (APA 3.15)

chapter 1, page xi, row 3, column 5

Note: Noun-number combinations that denote a specific place in a numbered series should be capitalized. (APA 3.15)

Table 3, Figure 4, or Section 5

Do not capitalize names of laws, theories, models, or hypotheses unless they contain a personal name (as in Newton's laws of physics). (APA 3.14)

Do not capitalize names of seasons or academic periods. (CMS 7.74)

fall quarter

winter 2000–2001

summer school

ITALICS

APA recommends using italics infrequently (APA 3.19)

Words should not be italicized just to add emphasis; APA suggests rewriting the sentence to provide emphasis. (APA 3.19)

Italicize titles and subtitles of published books, pamphlets, periodicals, newspapers, sections of newspapers published separately, and microfilm. (APA 3.19 and CMS 7.133)

Note: Titles of book series and editions are capitalized, not italicized or set in quotation marks. Unless part of the title, the words *series* and *edition* are lowercased. (CMS 7.142)

Italicize motion pictures and television series (CMS 7.148), plays (CMS 7.145), and long poems and poetry collections. (CMS 7.143)

Use italics to introduce a key term or label. Italicize only the first time the term appears. (APA 3.19)

The term *literacy program* is often misused.

Italicize foreign words and phrases if they will be unfamiliar to the reader. (CMS 6.65)

Note: Do not italicize foreign phrases and abbreviations common in English (defined by APA as main entries in *Merriam-Webster's Collegiate Dictionary*). (APA 3.19)

Use italics to add emphasis to a word or words in a direct quotation. Insert *[italics added]* immediately following (using brackets, not parentheses). (APA 3.38)

“Reading Recovery is the best evidence yet of the *direct link* [italics added] between good design and education excellence.” (Wilson & Daviss, 1994, p. x).

Italicize words used to identify the parts of a range. (APA 3.19)

The scale ranged from *always* to *never*.

Italicize words cited as a linguistic example. (APA 3.19)

The difference between *effect* and *affect* is often subtle.

Italicize words that could be misread (subjects in the *small* group—small being the group designation, not the size of the group). (APA 3.19)

Italicize periodical volume numbers in reference lists. (APA 3.19)

Do not italicize chemical terms, trigonometric terms, Greek letters, nonstatistical subscripts to statistical symbols, or mathematical expressions. Instead, use roman type. (APA 3.19)

ABBREVIATIONS

APA prefers that abbreviations be used sparingly to maximize clarity without hindering reading comprehension. A discussion of the factors to be weighed when deciding whether or not to abbreviate can be found on pages 103–105 of the APA manual. Generally however, if a term to be abbreviated occurs less than five times in a paper, APA recommends that it be spelled out each time.

It is acceptable to use abbreviations that appear as word entries in *Merriam-Webster's Collegiate Dictionary*. These do not need to be spelled out in text. Examples include IQ, REM, ESP, AIDS, HIV, etc. (APA 3.22)

APA accepts the following standard Latin abbreviations only in parenthetical material; otherwise, the terms must be spelled out in text. (APA 3.24)

cf.	compare
e.g.,	for example
etc.	and so forth
i.e.,	that is
viz.,	namely
vs.	versus, against

Exception: The abbreviation *et al.* (and others) can be used in text and in reference lists and in parenthetical and nonparenthetical material.

Use full names of states and territories when they stand alone. Spell out names of states when they follow cities or other geographical terms unless in reference lists, tables, notes, bibliographies, indexes, or mailing addresses. (CMS 14.17)

When abbreviating state names, APA recommends using official two-letter U.S. Postal Service abbreviations; they are listed on p. 218 of the *Publication Manual*. (APA 3.27)

Percent vs. % – Spell out the word *percent* when in humanistic copy. The symbol for percent should be used only when in scientific or statistical copy. (APA 3.58)

59 percent of all children served

Use the word *percentage* (not *percent*) when a number is not given. (APA 3.58)

the percentage of children whose lessons were discontinued

See *Periods* (p. 2) to determine whether an abbreviation should contain periods.

The **plurals of most abbreviations** are formed by adding the letter *s*; do not use an apostrophe. (APA 3.28)

FAQs
ps and *qs*

Exception: Units of measurement do not receive the letter *s* when pluralized.
(APA 3.28, 3.51)

1 km
100 km

Exception: The plural of the reference abbreviation for page (*p.*) is *pp.*;
do not add an *s*. (APA 3.28)

LISTS OR SERIES

In APA style, lists are usually within the paragraph or sentence; if the individual items are lengthy, they are presented as separate paragraphs.

If **within the paragraph or sentence**, elements are preceded by lowercase letters enclosed in parentheses. Commas (or semicolons if items contain commas) are used to separate three or more items. If the items are complete sentences and follow a colon, the first word of the first element is capitalized. (APA 3.33)

Research reports several findings: (a) Literacy programs succeed more often than they fail, (b) children receiving instruction become better readers, and (c) reading is key to a successful early education.

If **separate paragraphs in a series**, elements are preceded by arabic numerals followed by periods. Because they are complete sentences, first letters of the first words are capitalized, and each element ends in a period. (APA 3.33)

Sixteen-year statistics reveal the following:

1. 851,555 students were served through Reading Recovery.
2. 613,888 students received the full series of lessons.
3. 499,058 students successfully met discontinued criteria.

Items in any series, enumerated or not, must have parallel construction and tense. (APA 3.33)

Do not use a colon if the introduction to a list is not a complete sentence. (APA 3.04)

Successful literacy programs include (a) reading, (b) writing, and (c) phonetics.

Use of Bulleted Lists in RRCNA Publications

RRCNA's *Literacy Teaching and Learning: An International Journal of Early Reading and Writing* follows APA style and in most cases does not use bullets for a list or series. In *The Journal of Reading Recovery*, bullets may be used as needed to improve readability.

Additionally, from *Chicago Manual of Style*:

Do not use a colon if list or series is introduced by *namely, for instance, for example, or that is* unless the items are grammatically complete clauses. (5.62)

Use either numbers or letters with a period following to enumerate items in a vertical list (separate from other paragraphs). If listing within a paragraph, use numbers or letters enclosed in parentheses and use the word *and* before the final item. Note that items, whether in a paragraph or in a vertical list, are not required to be enumerated. (5.9)

Do not use periods after items in a vertical list unless they are complete sentences. The use of commas (or semicolons if there is internal punctuation) is optional, as is the word *and* before the final item; but if commas are used, then a period must follow the final item. (5.10, 5.61)

NUMBERS

APA's general rule is that numbers 10 and above are expressed in figures, while numbers below 10 are expressed in words (APA, p. 122). Additionally, ordinal numbers are treated the same way as cardinal numbers (see APA 3.45 for examples).

More specifically,

Use figures to express numbers 10 and above. (APA 3.42a)

one through nine; first through ninth
10 and above; 10th and above

Spell out numbers below 10 grouped with other numbers below 10; use figures if they are grouped or compared with other numbers 10 and above. (APA 3.43a, 3.42b).

five of seven children; second and fourth graders
5 of 17 children; 2nd and 12th grades

Use figures for numbers that immediately precede a unit of measurement. (APA 3.42c)

7-page book
30-minute lesson

Use figures for statistical or mathematical functions, quantities, percentages, ratios, and percentiles and quartiles. (APA 3.42d)

divided by 5
22 times as many
almost 25% of students interviewed
a student-teacher ratio of 4:1
the 3rd percentile

Use figures for time, dates, ages, exact sums of money, and numerals representing numerals. (APA 3.42e)

in 7 months
4 hours 30 minutes
April 15, 2001
6-year-olds
admission was \$3 per child

Use figures for numbers that represent sample, subsample, or population size; specific numbers of subjects in an experiment; and scores and points on a scale. (APA 3.42e)

Use figures for numbers that denote a specific place in a numbered series, parts of books and tables, and each number in a list of four or more words. Note: This does not apply to ordinal numbers. (APA 3.42f)

Grade 3, but the third grade; chapter 7, page 32

Use figures for all numbers in the abstract of a paper. (APA 3.42g)

Generally, the numbers *zero* and *one* are spelled out; use figures if they appear in context with numbers 10 and above. (APA 3.43b)

zero-percent growth
one-word response
1 of 30 children

Spell out a number if it begins a sentence, title, or heading. Even better, reword the sentence to avoid starting with a number. (APA 3.43c)

Spell out common fractions. See p. 9 regarding hyphenation of fractions. (APA 3.43d)

one-half, not 1/2

Use a combination of figures and words to express rounded large numbers, one million and above. (APA 3.44a, b)

more than 15 million books
a population of 7 billion

Use a combination of figures and words to express back-to-back modifiers. (APA 3.44b)

Note: The purpose of this is to improve clarity. If doing so affects understanding, then spell out both numbers.

2 one-way mirrors (better than 2 1-way mirrors or two one-way mirrors)
fifteen 4-year-olds (better than 15 4-year-olds or fifteen four-year-olds)
first two children (better than first 2 children)

Decimals

Use a zero before the decimal when numbers are less than 1; do not use a zero if the number cannot exceed 1 (e.g., correlations, proportions, and levels of statistical significance). (APA 3.46)

APA discusses the principles to be considered when determining the number of decimal places to use on pages 128–129. Generally APA recommends using two decimal places.

Roman Numerals

If roman numerals are part of an established terminology, they should not be changed to arabic numerals. (APA 3.47)

Title IX

Use arabic numerals for routine numbering. (APA 3.47)

Step 3

Whether written as figures or words, the **plurals of numbers** are formed by adding *s* or *es*. Apostrophes are not used. (APA 3.49)

1990s
fives and sixes

QUOTATIONS AND CITATIONS IN TEXT

Per APA style, always cite the author and year immediately following the quote and include a complete reference in the reference list. Please note that page numbers are required only if there is a direct quotation; paraphrases do not require page numbers, although APA encourages using them for the benefit of interested readers. APA considers it to be the author's responsibility to obtain permission to use copyrighted material when required. (APA 3.41)

Quotations of less than 40 words should appear within the text of the article. Always use double quotation marks. (APA 3.34)

Quotations of 40 words or more should appear as a separate indented block of text, with no quotation marks. See page 117–118 of the *Publication Manual* for specific formatting requirements. (APA 3.34)

Do not use a colon after an introduction to a quotation if the introduction is not a complete sentence. (APA 3.04)

The first letter of the first word of the quotation and the punctuation at the end of a quotation may be changed to fit syntax. Any other alteration must be clearly indicated, as follows: (APA 3.37)

- Use ellipses when omitting portions (APA 3.38)

“As schools...create more opportunities for serious staff development, the thoroughness of the Reading Recovery model seems to be well worth emulating” (Herman & Stringfield, 1997, p. x).

Note: Do not use an ellipsis at the beginning or end of any quotation unless you need to make clear that the quotation begins or ends in mid-sentence (APA 3.38).

- Use brackets when adding material not from the original author (APA 3.08, 3.38)

Clay suggests teachers re-examine their “analysis of the child’s difficulties, new explanations [of the child’s difficulties] that might apply...”

- Use italics to emphasize words within the quote, immediately followed by the bracketed words [*italics added*] (APA 3.38)

“Reading Recovery is the best evidence yet of the *direct link* [italics added] between good design and education excellence” (Wilson & Daviss, 1994, p. x).

If spelling, grammar, or punctuation in the original quotes is incorrect, insert *sic* (italicized and bracketed) immediately following. (APA 3.35)

Be sure to include citations that are embedded within material being quoted, but note that they do not need to be included in the reference list, unless they are mentioned elsewhere. (APA 3.40)

Citations of Quotations

General formats to follow for in-text citations:

If **quote ends in mid-sentence**, parentheses follow the closing quotation mark and punctuation is used only if the sentence needs it. (APA 3.34, 3.39)

“An impressive and growing body of authoritative opinion and research evidence” (Pikulski, 1994, p. x) has shown that early literacy is an achievable, universal goal.

If **quote ends the sentence**, parentheses follow the closing quotation mark and the period follows the closing parenthesis. (APA 3.34, 3.39)

...available for all but “a very small percentage of children” (Pikulski, 1994, p. x).

For **the end of a block quote**, parentheses follow the final punctuation mark. (APA 3.34, 3.39)

...reading failure is preventable
for all but a very small percentage
of children. (Pikulski, 1994, p. x)

When citing material from electronic sources, page numbers are generally not available. In such cases, use paragraph numbers instead (providing they are available). Use the paragraph symbol or the abbreviation *para.* in the citation. (APA 3.39)

The phrase first appeared in an article posted by Jones (2001, para. 3).

Refer to pp. 207–214 of the *APA Publication Manual* for specific formatting requirements of reference citations in text.

FOOTNOTES IN TEXT

The APA-preferred style of documenting sources is to cite the author and date of work (in parentheses) in the text and to include full information in an alphabetical reference list at the end of the article.

However, APA accepts two kinds of footnotes:

Content footnotes augment information in the text. *APA considers these footnotes to be distracting to the reader and, as such, to be used only if considered essential*; it is preferable to include the information either in the text or as an appendix. (APA 3.87)

Copyright permission footnotes acknowledge the source of direct quotations. Other citations should be included in the reference list. (APA 3.87)

After the initial appearance, all subsequent references to a footnote in text are by parenthetical note. (APA 3.87)

as previously reported (see Footnote 5).

Following is the form suggested by APA.

source from article: (APA 3.73)

From “Title of Article,” by A. N. Author and C. O. Author, 1994, *Title of Journal*, 50, p. 22. Copyright 1994 by Name of Copyright Holder. Reprinted/Adapted with permission.

source from book: (APA 3.73)

From *Title of Book* (p. 103), by A. N. Author and C. O. Author, 1994, Place of Publication: Publisher. Copyright 1994 by Name of Copyright Holder. Reprinted/Adapted with permission.

REFERENCE LIST

APA is extremely specific as to the formatting and documenting of sources. Consult the *Publication Manual*, pp. 215–281, for specific examples covering almost any situation.

Generally, however, the order of elements to be included is: (APA 4.02)

author/editor

year of publication

title

publishing data

Parts of each element are separated by commas, while the elements themselves are separated by periods. The one exception is that a colon separates the elements of publication information.

The basic format by type of source is: (APA 4.07)

Periodical (defined as items published on a regular basis)

Author(s). (Year of publication). Title of article. *Title of Periodical*, Volume No.(Issue No.), xx–xx.

Nonperiodical (including books, brochures, manuals, etc.)

Author(s). (Year of publication). *Title of work*. Location: Publisher.

Part of Nonperiodical (e.g., book chapter)

Author(s). (Year of publication). Title of chapter. In Editor(s), *Title of book* (pp. x–x). Location: Publisher.

The 5th edition of the APA manual has been updated to include formatting and documenting of electronic source materials. Information necessary to include in the retrieval statement can be found on page 231, and there are numerous examples on pages 268–281. Overall, the format for electronic materials is as follows: (APA 4.07)

Online Periodical

Author(s). (Year of publication). Title of article. *Title of periodical*, xx, xxx–xxx.
Retrieved month day, year, from source.

Online Document

Author(s). (Year of publication). *Title of work*. Retrieved month day, year, from source.

Order of Entries (APA 4.04)

Generally, entries are alphabetized by surname and in order of year of publication, from earliest to most recent.

If they share the same surname, one-author entries precede multiple-author entries.

Jones, L.
Jones, L., Smith, S., & West, M.

Multiple authors may need to be ordered by first initials or by the surname of the second, third, or subsequent author.

Jones, L., Smith, S., & West, M.
Jones, L., Smith, S., & West, S.

If the surnames and the year of publication are the same, entries are alphabetized by title (excluding the words *a* and *the*).

Jones, L., Smith, S., & West, M. (1998). *Books and...*
Jones, L., Smith, S., & West, M. (1998). *Children and...*

Exception: If entries are part of a series, they are arranged by series order and lowercase letters are placed after the year of publication within the parentheses.

(1999a)

If entry is authored by a group, alphabetize by first word of the organization's name (excluding the words *a* and *the*). Full name is to be used, not the acronym, and the name of the parent organization precedes the group name.

The Ohio State University, Department of Education. (1999).

If there is no author, alphabetize by first word of title (excluding the words *a* and *the*).

Authors (APA 4.08)

All authors must be named in reference lists; for two or more authors, use commas to separate author names and use an ampersand (&) instead of spelling out the word *and*.

Jones, L., & Smith, S.

Exception: For author groups of seven or more, abbreviate the seventh and subsequent authors as *et al*.

If title is edited, the editor(s) go in the author position and *Ed.* or *Eds.* is enclosed in parentheses immediately following the last editor's name.

Jones, L., Smith, S., & West, M. (Eds.). (1998). *Books and...*

For other special cases, see pp. 224–225 of the *Publication Manual*.

Publication Date (APA 4.09)

The year of copyright is enclosed in parentheses; for periodicals or meetings, include the month or month and day after the year.

(1999, June)
(1999, June 28)

If no date is available, use *n.d.* in parentheses.

See pp. 225–226 for specific treatment of papers and unpublished articles.

Title of Article or Chapter in Periodical or Nonperiodical (APA 4.10)

Use roman type (no italics or quotation marks). Capitalize only the first word of the title, the subtitle, and any proper names.

If there is information that needs to be included that would help identify and locate the source, enclose it in brackets immediately following the article title. APA considers this kind of information to include description of form, such as media or the English translation of an article in a foreign language.

Note: There is no punctuation between the title and this information.

Students who are more difficult to teach: Off-task behavior [Audiotape].
Le petit chien [The little dog].

Title of Work and Publication Information for Periodicals (APA 4.11)

Periodical title is given in full in uppercase and lowercase letters and is italicized.

Include the volume number (but not the word *vol.*) of the periodical in italics. Even if the source uses roman numerals, volume numbers should always be given as arabic numerals unless it is a part of the title.

Exception: If issues of the periodical are individually paginated, include the issue number in roman type and in parentheses immediately following the volume number.

Exception: If a volume number isn't used, include the month (or other designation) of publication with the publication date.

Give page numbers. Do not use the abbreviation *pp.* unless you are referencing newspapers.

Title of Work for Nonperiodicals (APA 4.12)

Capitalize only the first word of the title, the subtitle, and any proper names. Nonperiodical titles are italicized.

Any parenthetical material is enclosed in parentheses and is placed after the title (without any intervening punctuation).

Should there also be a need to include other information that would help in identification and retrieval, enclose it in brackets following the parenthetical information (again without intervening punctuation).

If the nonperiodical is part of a larger and separately named series, both titles are listed as a two-part title (much like a title and subtitle).

Growing up in Springfield: Vol. 3. My biography of Abraham Lincoln

Title of Work for Part of Nonperiodical (i.e., book chapter) (APA 4.13)

Follow the formatting for nonperiodical titles, but note that this element should begin with the word *In* and be followed by the name of the editor (if applicable). Note also that a comma separates the elements of editor and title of work.

For works with editors: As with author listings, initials and surnames are used and all editor names should be included (for large editorial groups, it is acceptable to use the lead editor's name followed by *et al.*). Unlike author listings, editor names are not inverted, and commas do not separate two authors.

If the work has no editor, just insert the word *In* before the title.

Following the title, give page numbers in parentheses. If there is additional information helpful to retrieval, include it in the parentheses before the page numbers, separated by a comma.

Publication Information for Nonperiodicals (APA 4.14)

Publication information includes the location and publisher of the work. Use a colon to separate the two elements.

Location

List the city and state of the publisher for works published in the United States; list the city and country for those published outside the United States (APA 4.03).

The state or country may be omitted if it will not be confused with another location or if the city is well known for publishing. Use the U.S. Postal Service two-letter abbreviations for states (listed on p. 177 of the *Publication Manual*).

Publisher

The full name should be given, but you may omit the words *Publishers*, *Company*, or *Inc.*

If publisher includes more than one location, use the first one listed or, if known, use the home office location.

NONSEXIST LANGUAGE

Avoid stereotypes and avoid use of *he* as a general pronoun for both genders. The APA considers use of *s/he*, *he or she*, or alternating between *he* and *she* to be “tiresome... awkward and distracting” (pp. 66–67).

Rewrite the sentence by using plurals rather than the singular, by using a noun instead of a pronoun, by using an article instead of a pronoun, or by rewriting and eliminating the pronoun. (APA 2.13)

Original:

Any student can succeed in school if he develops the proper skills.

Better:

Students can succeed in school if they develop the proper skills.

Any student can succeed in school if that student develops the proper skills.

Any student can succeed in school if the proper skills are developed.

Developing the proper skills can ensure a student’s success in school.

RRCNA-SPECIFIC STYLE

Reading Recovery Council of North America (the organization)

Do not refer to the organization as Reading Recovery. Either spell out the full name or use the acronym RRCNA.

Despite the general rules of capitalization, capitalizing the word *council* and using it to refer to the organization is permitted.

Reading Recovery Council of North America
the Council

Reading Recovery (the intervention)

Avoid use of the word *program* unless it refers to an individual child's series of lessons. Refer to the general program of instruction as Reading Recovery. Use the phrase *one-to-one* instead of *one-on-one*.

Use of ® with Reading Recovery

Use the ® symbol with Reading Recovery or Reading Recovery Council of North America the first time either appears in any article or document. Succeeding instances do not need to include the symbol.

Reading Recovery®
Reading Recovery® Council of North America

Descubriendo la Lectura

Note that when the full name of the organization is used, the *l* in *la* is lowercased. However, use all capital letters when using the acronym DLL.

Tasks of the Reading Recovery Lesson

Capitalize the name of each task and use its full name consistently. To avoid sounding jargon-y, specify as a task, session, lesson (as in a Roaming Around the Known session)

University Trainer or Trainer of Teacher Leader

The terms *university trainer* or *trainer of teacher leaders* are the preferred terms, not *trainers*.

Profit vs. Nonprofit vs. Not-for-Profit

The preferred status of RRCNA as an organization is *not-for-profit*. However, in instances where the word *nonprofit* is used, keep in mind that it is not a hyphenated word.

RRCNA Standing Committees (also subcommittees)

Capitalize full names of committees; do not capitalize more generalized references.

Membership Committee
the committee

Standards and Guidelines Committee
the committee

Book List Subcommittee
the subcommittee

Positions, Job Titles, and Offices

Capitalize position or job titles and offices only when the full name of the title or position immediately precedes the person's name and is not separated by a comma.

Executive Director Jady Johnson
Jady Johnson, the executive director
the executive director of RRCNA
RRCNA Board of Directors, the board of directors, the board

Other Capitalization Guidelines

Capitalize official names of university departments, academic courses, offices, buildings, schools, departments, programs, centers, institutes, bulletins, conferences, etc.; do not capitalize shortened or informal names.

Department of Education
the education department

Elementary Education 101
the education course

The Ohio State University
the university

BUT

The National Reading Recovery and Descubriendo la Lectura Conference
the Conference (*NOTE: Exception applies **only** to the National Conference*)

In keeping with the general rules of capitalization, nouns are not capitalized unless they are proper nouns (*Merriam-Webster's* definition being a particular being or thing, as opposed to a specific category). Following are examples of RRCNA-specific terms that should not be capitalized.

site coordinator / site report
teacher leader
university trainer / university training center

Specific Groups

North American Trainers Group (Also, use the acronym NATG, not The NATG.)

Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery

Capitalize, but do not use italics or quotation marks, when using the full name. When using the shortened name *code of ethics* or when using the word *code* alone as a descriptive reference or generally to refer to a set of professional principles to be followed by RRCNA personnel, it should be lowercase.

Language Minority Students

With an increasing number of language minority students in schools, several terms and acronyms have emerged in different parts of the country. Authors writing about these learners will use terms best suited to the reader's understanding.

ELL	English language learners (preferred)
ESL	English as a second language
ESOL	English speakers of other languages

Other Common Abbreviations

EIS	early intervening service
RTI	response to intervention
SPED	special education

Specific Word Spellings (technology)

email
Internet or Net
website
webpage
homepage
online
fax
database
printout

Preferred Spellings

Following are the preferred spelling for words common in RRCNA parlance.

- book list** (two words, not one)
- behind-the-glass** (hyphenated)
- read-aloud** (when referring to the practice)
- think-aloud** (when referring to the practice)

NDEC Report Terminology (reflecting changes in 2005–2006 school year)

<i>New terminology</i>	<i>Former terminology</i>
Study group	Student group
Intervention status	End-of-program status
Complete intervention	Full program
Number of children taught daily	Slots
Timing of intervention	Round of instruction
Interventions begun in fall (mid-year, year-end)	First-round student (second-, third-)

Italics Versus Quotation Marks

Quotation marks are used to set off material quoted directly from another source; they are also used to set off article or periodical titles, book chapters, and unpublished works when they appear in text.

Quotation marks may be used for slang, irony, or coined expressions; but they should only be used the first time the word or words appear. Do not use quotation marks to indicate key terms, linguistic examples, or words that might be misread. In all instances, use italics instead.

Use italics to set off titles of books, periodicals, poems, plays, television series, and movies (titles of book series or editions are capitalized, not italicized or set in quotes).

Italics may be used to indicate key terms, linguistic examples, or words that might be misread. Italicize foreign words or phrase only if they will be unfamiliar to the reader.

Do not use italics or quotation marks to add emphasis; the APA suggests rewriting the sentence to provide emphasis.

Some relevant examples for using italics follow:

Responses ranged from *always* to *never*.

The difference between *effect* and *affect* is often subtle.

The term *literacy program* is often misused.

PUBLICATIONS

Use of Bulleted Lists in RRCNA Publications

RRCNA's *Literacy Teaching and Learning: An International Journal of Early Reading and Writing* follows APA style and in most cases does not use bullets for a list or series. In *The Journal of Reading Recovery*, bullets may be used as needed to improve readability.

Literacy Lessons Designed for Individuals Part One and Part Two

Marie Clay's 2005 work in two volumes presents unique text citation issues. RRCNA has standardized citations as follows:

First citation if referring to only one volume in your article:

Literacy Lessons Designed for Individuals Part One (Clay, 2005) or

Literacy Lessons Designed for Individuals Part Two (Clay, 2005)

Subsequent citations if referring to only one volume in your article:

Literacy Lessons Part One (Clay, 2005) or

Literacy Lessons Part Two (Clay, 2005)

First citation if quoting from both volumes in your article:

Literacy Lessons Designed for Individuals Part One and Part Two
(Clay, 2005a, 2005b)

Subsequent citations if quoting from both volumes in your article:

Literacy Lessons Part One (Clay, 2005a)

or *Literacy Lessons Part Two* (Clay, 2005b)

Subsequent citations if referring to both volumes as a general work without quoting

Literacy Lessons

Reference format

Clay, M. M. (2005a). *Literacy lessons designed for individuals part one: Why? when? and how?* Portsmouth, NH: Heinemann.

Clay, M. M. (2005b). *Literacy lessons designed for individuals part two: Teaching procedures.* Portsmouth, NH: Heinemann.

NOTE: If quoting from only one volume in your article, use 2005 as the publication date. (drop the a and/or b)

Reading Recovery: A Guidebook for Teachers in Training

Follow the same procedure as above. This book by Marie Clay should be referred to by its complete title or, if using a shortened title, the author and year should be cited (Clay's 1993 *Guidebook*). In either case, a complete reference must be included in the reference list. If referring to a set of guidelines only, there should be no italics or capitalizations.

Reference format

Clay, M. M. (1993). *Reading Recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.

An Observation Survey of Early Literacy Achievement

This book by Marie Clay should be referred to by its complete title. When referring to the testing instrument itself — the Observation Survey — there should be no italics.

Reference format

Clay, M. M. (2002). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
(2nd Ed. Rev., 2005)

Standards and Guidelines of Reading Recovery in the United States

The title of the book should be italicized; also italicize if referring to the book as *Standards and Guidelines*. However, when referring to a set of principles, standards and guidelines should not be italicized, nor should there be any capitalization.

Reference format

Standards and guidelines of Reading Recovery in the United States (4th Ed. Rev.). (2004). Columbus, OH: Reading Recovery Council of North America.
(or revision)

The Journal of Reading Recovery

This RRCNA publication may be abbreviated to *JRR*, but when spelled out, the word *The* should always precede the magazine's title.

Literacy Teaching and Learning: An International Journal of Early Reading and Writing

This RRCNA publication may be abbreviated to *LTL*, but in most cases should be shortened to *Literacy Teaching and Learning*.

NOTE: Issues of *LTL* prior to 1998 were titled *Literacy, Teaching and Learning: An International Journal of Early Literacy*.

Reference Formats for Other Often-Cited Publications

Changing Futures

Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). *Changing futures: The influence of Reading Recovery in the United States*. Worthington, OH: Reading Recovery Council of North America.

Principal's Guide

A principal's guide to Reading Recovery. (2002). Columbus, OH: Reading Recovery Council of North America.

Site Coordinator's Guide

A site coordinator's guide to the effective implementation of Reading Recovery. (2006). Worthington, OH: Reading Recovery Council of North America.

National Reading Panel report

Summary report (print or pdf source)

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Reports of the subgroups (print or pdf source)

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.