

## WHAT ARE ATTRIBUTIVE PHRASES?

Compiled by WGSS Libr@ry 2017

Attributive phrases use verbs in the present tense. Continually using *writes* or *says* to attribute quotes throughout a paper can give it a monotonous tone. To vary attributive phrases, you might consider verbs such as these:

<b>adds</b>	<b>denies</b>	<b>relates</b>
<b>agrees</b>	<b>derides</b>	<b>reports</b>
<b>argues</b>	<b>disagrees</b>	<b>responds</b>
<b>asks</b>	<b>disputes</b>	<b>reveals</b>
<b>asserts</b>	<b>emphasizes</b>	<b>says</b>
<b>believes</b>	<b>explains</b>	<b>sees</b>
<b>claims</b>	<b>finds</b>	<b>shows</b>
<b>comments</b>	<b>holds</b>	<b>speculates</b>
<b>compares</b>	<b>illustrates</b>	<b>states</b>
<b>concedes</b>	<b>implies</b>	<b>suggests</b>
<b>concludes</b>	<b>insists</b>	<b>thinks</b>
<b>condemns</b>	<b>maintains</b>	<b>warns</b>
<b>considers</b>	<b>notes</b>	<b>writes</b>
<b>contends</b>	<b>observes</b>	
<b>declares</b>	<b>points out</b>	
<b>defends</b>	<b>rejects</b>	

*\* This list is courtesy of Cleveland State University Writing Center.*

Additional examples of attributive phrases:

## USING ATTRIBUTIVE PHRASES

*As you write, keep the reader's interest by varying both the placement of the attribute phrase and the mention of sources (aka identifying tag). Here are a few examples:*

In an article from 2005, Giorgis, Johnson, Forsburg, and DeJong open with this statement: "In an age of No Child Left Behind, high-stakes testing, and curriculum overload, time for reading aloud is often viewed as expendable" (89).

The importance of what a reader brings to the page is also highlighted in a study discussed by Hirsch in *The Knowledge Deficit* (2006).

Here is another stunning example of the power of read-alouds, from the first edition of Jim Trelease's *Read Aloud Handbook* (82-84):

Assigned in mid-year to teach a sixth-grade class of remedial students, Mrs. (Ann) Hallahan shocked her new students by reading to them on her first day of class. The book was *Where the Red Fern Grows...* Mrs. Hallahan admitted to me later, "I almost lost heart." But she persevered, and after a few weeks (the books contained 202 pages), the tone of the class's morning remarks began to change. "You're going to read to us today, aren't you?" Or "Don't forget the book, Mrs. Hallahan." (26)

Trelease (2001) suggests that a single very positive reading experience, one "home run book," can create a reader (82).

Routman's strong voice is heard in *Invitations* (1991) when she boldly states, "Reading aloud should take place daily at all grade levels, including junior high and high school" (32).

Author Joel Epstein once said, "We are what we read" (395).

One research study suggests that summer reading loss can be prevented if students read four to five books over the summer (Kim 75).

"The first rule of teaching literacy is to read to your kids," maintains respected literacy researcher Patrick Shannan (6).