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Writing

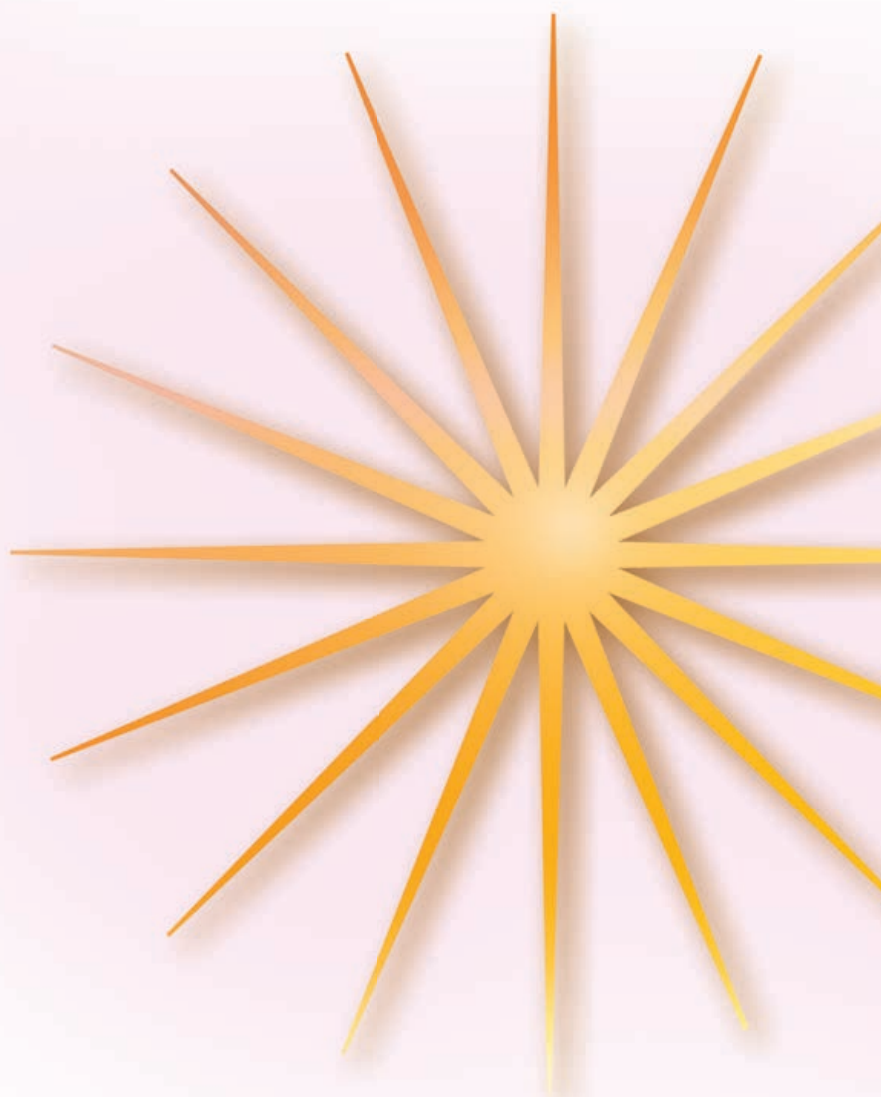
GRADE

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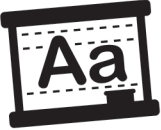




Focused Practice for Writing Mastery

- Writing a story
- Writing to inform
- Writing an argument
- Using the writing process
- Writer's Handbook

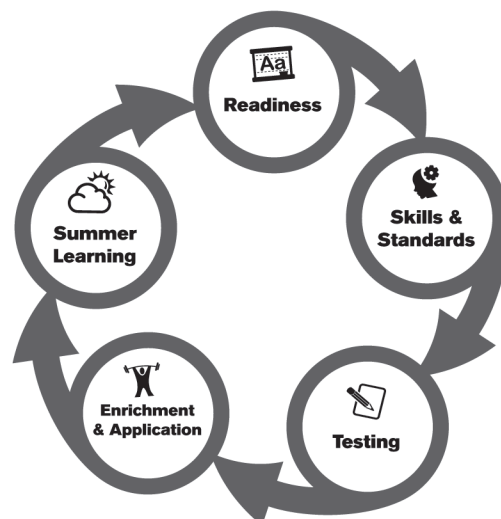


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Writing

Grade 7

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Lesson I The Writing Process

Writers follow a plan when they write. The steps they take make up the writing process. Following these five steps leads to better writing.

Step 1: Prewrite

This is the “thinking and discovering” stage. Writers might choose a topic, or they might list everything they know about a topic already chosen. They might conduct research and take notes. Then, writers may organize their ideas by making a chart or diagram.

Step 2: Draft

Writers put their ideas on paper. This first draft should contain sentences and paragraphs. Good writers keep their prewriting ideas nearby. There will be mistakes in this draft, but there is time to fix them later.

Step 3: Revise

Writers change or fix their first draft. They move ideas around, put them in a different order, or add information. They make sure they used clear words and that the sentences sound good together. This is also the time to take out ideas that are not on topic.

Step 4: Proofread

Writers usually write or type a neat, new copy. Then, they look again to make sure everything is correct. They look especially for errors in capitalization, punctuation, and spelling.

Step 5: Publish

Finally, writers make a final copy that has no mistakes. They are now ready to share their writing.

Lesson I The Writing Process

What does the writing process look like? Manuel used the writing process to write a paragraph about ocean life. His writing steps below are out of order. Label each step with a number and the name of the step.

Step ____: _____

The ocean has three distinct zones or habitats. Similar to habitats on dry land. Closest to shore is the shallows and the continental shelf. These most fertile areas teem with life. plant and animal life abound. Rivers bring nutrients, and sunlight penetrates the water for warmth and light.

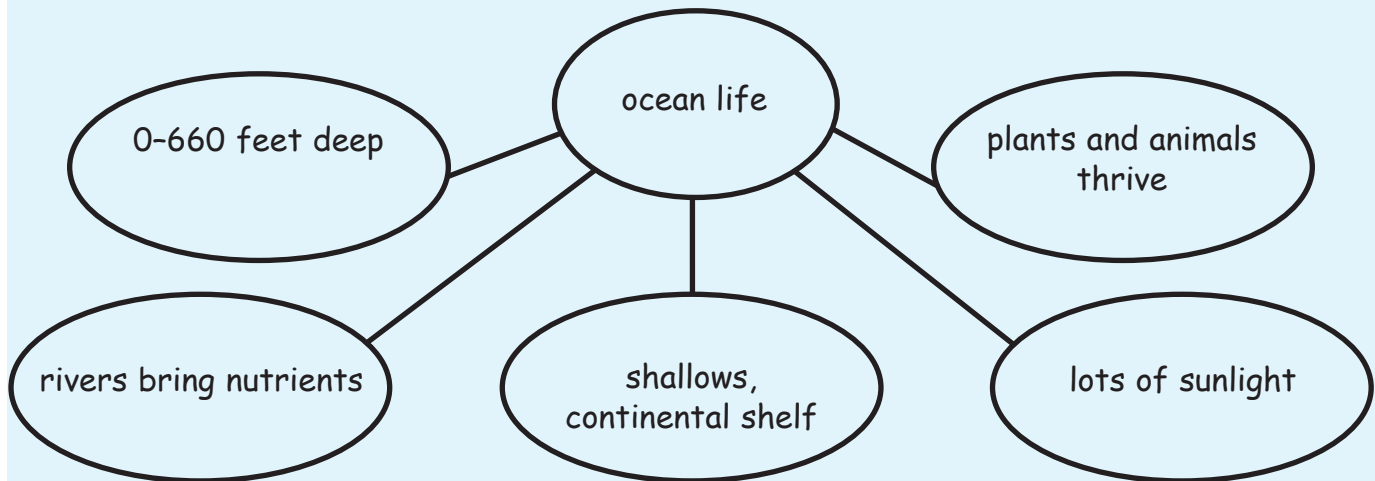
Step ____: _____

The ocean has three distinct zones, or habitats. Closest to shore are the shallows and the continental shelf. These most fertile areas teem with life. Rivers bring nutrients, and sunlight penetrates the water to provide warmth and light. Plant and animal life abound.

Step ____: _____

The ocean has three distinct zones or habitats. ~~Similar to habitats on dry land.~~ Closest to shore ^{are} is the shallows and the continental shelf. These most fertile areas teem with life. ^{to provide} plant and animal life abound. Rivers bring nutrients, and sunlight penetrates the water for warmth and light.

Step ____: _____



Step ____: _____

The ocean has three distinct zones or habitats. Closest to shore are the shallows and the continental shelf. These most fertile areas teem with life. Rivers bring nutrients, and sunlight penetrates the water to provide warmth and light. plant and animal life abound.

Lesson 2 Audience

When Mrs. Prescott writes a worksheet for her first-grade students, does she use long sentences and complicated words? No. She uses words and sentences that are appropriate for her students; they are her audience. If Mrs. Prescott does not keep her audience in mind, they will not understand. In this case, they will not learn.

When Mrs. Prescott writes a letter to her students' parents, does she use the same short words and sentences that she uses with her students? Surely not. The parents are adults; they can understand more complicated words and sentences than her students can. If Mrs. Prescott were to use first-grade language for the parents, they would lose interest. Writers need to keep their audience in mind at all times.



Writers need to consider these questions every time they write.

What will my audience enjoy?

What are they interested in?

What will make them want to keep on reading?

What do they already know?

What will they understand?

Here is a note that Mrs. Prescott wrote for her students' parents. Did she keep her audience in mind?

Dear Parents,

On Thursday, April 11th, our class will visit the Children's Museum. The museum has rooms where the children can learn about clocks, water, fossils, and racecars. We are looking forward to a very exciting day.

Did she keep her audience in mind? How can you tell?

Lesson 2 Audience

Put yourself in Mrs. Prescott's place and think about the five questions on page 7. What else should Mrs. Prescott have told the parents? Ask yourself: What would parents want or need to know about a field trip that their 6-year-old child is taking? Make up additional details, if you need to.

Now, write an information sheet for Mrs. Prescott's students to help them prepare for the field trip to the Children's Museum. Include at least one sentence about each of the four "rooms" and what children might see or learn there. Make up details as needed. Remember to ask yourself the five questions on page 7 before you write.

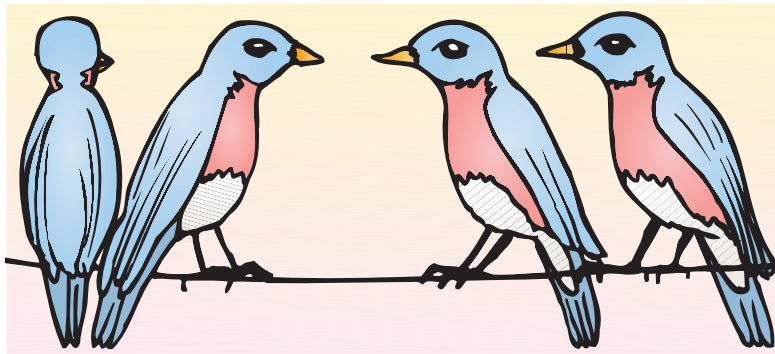
Lesson 3 Main Ideas and Details

The main idea of a paragraph is what the paragraph is all about. In most paragraphs, the main idea is actually stated in the paragraph. That statement is the **topic sentence**. A topic sentence may be anywhere in a paragraph, but most often it is either the first sentence or the last.

The bluebirds playing in my yard are a lovely sight. They are Eastern Bluebirds, and their bright feathers easily catch my eye. They seem always to appear in groups of two or three. I wonder if they are families or just “friends.” They move about in such a lively way from ground to telephone wires and back. And the little chitter I hear almost sounds like laughter.

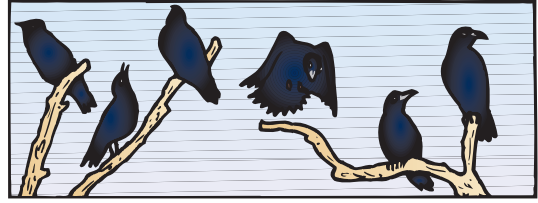
Write the topic sentence from the paragraph.

The other sentences include details that support, or tell about, the main idea. Write two details from the paragraph.



Lesson 3 Main Ideas and Details

Not all paragraphs have a topic sentence. Sometimes, writers leave it out. The paragraph still has a main idea, but the writer chooses not to state the main idea in the paragraph. Here is an example.



I was awakened by a bird this morning. It wasn't the sweet little "chirp, chirp" that you read about in children's stories. It was the "squawk, squawk" of a crow. He was right outside my window and he was loud, let me tell you. Why did he choose my window? What was he squawking about? It was not a good start to my day.

What is the main idea of the paragraph above?

How do you feel about birds? Choose one of these sentences as a topic sentence for a paragraph:

I don't know anything about birds.

I like watching birds.

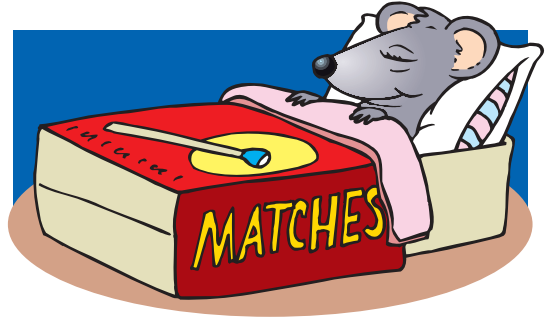
I would like to be a bird.

Now, write a paragraph in which you support your main idea with details. Remember to choose just one topic sentence. Decide whether you will put it at the beginning, in the middle, or at the end of the paragraph.

[illegible]

Lesson 4 Staying on Topic

Normally, all of the details in a picture fit the main idea. The same should be true of a paragraph: all of the details should fit the main idea. In other words, each sentence must stay on topic. The following paragraph contains a sentence that is not on topic. Read the paragraph and underline the topic sentence. Then, draw a line through the sentence that does not support the topic sentence.



When I was a kid, I especially loved stories that had animals as characters. Mice were my favorite. The mice in our attic sometimes make noise at night. Their homes always captured my imagination. It seems they always had little chairs and tables, shelves full of food, and little dishes that they had “stolen” from the people in the house. Bottle caps were bowls and matchboxes were beds. I always hoped that the mice in our house had homes as nice as the ones in my stories.

Now, write your own paragraph about a mouse or about a story you remember from your childhood. Remember to stay on topic. Stick to one main idea and make sure that all of your detail sentences support that main idea. When you are finished, underline your topic sentence.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 5 Write a Paragraph

Here is what you know about paragraphs.

- A paragraph is a group of sentences about the same topic.
- Each sentence in a paragraph stays on topic.
- The main idea of a paragraph is what the paragraph is all about.
- A paragraph's main idea is usually stated in a topic sentence. The topic sentence may fall anywhere in the paragraph.
- The first line of a paragraph is indented.
- Writers must consider the audience for which they are writing.

What is your idea of a great field trip? Where would you go? What would you do? What would you learn? List some details that would be part of your perfect, one-day field trip.

Details:

_____	_____
_____	_____
_____	_____

Review your list. Think about the order in which you want to present your details in a paragraph. If you wish, number them. Then, draft a paragraph about your idea of a terrific field trip. Your purpose is to convince a teacher that your idea is a good one.

Lesson 5 Write a Paragraph

Read through your paragraph. Ask yourself these questions. If necessary, make changes to your paragraph.

Questions to Ask About a Paragraph

Does the topic sentence express the main idea?
Does each sentence support the topic sentence?
Does each sentence express a complete thought?
Are the ideas in the paragraph appropriate for the audience?
Is the first line indented?

Now that you have thought about the content, or meaning, of your paragraph, proofread it for errors. Look through several times, searching for a certain kind of error each time. Use this checklist.

- ___ Each sentence begins with a capital letter.
- ___ Each sentence ends with the correct punctuation (period, question mark, or exclamation point).
- ___ Each sentence states a complete thought.
- ___ All words are spelled correctly.

Now, rewrite your paragraph. Use your neatest handwriting and make sure there are no errors in the final copy.

Lesson 6 Active Voice

Usually, the subject of a sentence does the action. That is easy to see in this sentence:

The wind blows.

The verb in the sentence is an **active verb** because the subject (*wind*) does the action (*blows*).

What about this sentence?

The tree was blown down.

Tree is the subject of the sentence. Does the tree do the action? No, the tree does not do the action; the tree “receives” the action. The verb, *was blown*, is a **passive verb** because the subject does not do the action.

Passive verbs are always two-part verbs. There is always one of these helping verbs—*am*, *is*, *was*, *be*, *been*—plus a main verb. However, that does not mean that whenever you see one of those helping verbs, you are looking at a passive verb.

Passive verb: My bike *was tipped* over.

Active verb: The wind *was blowing*.

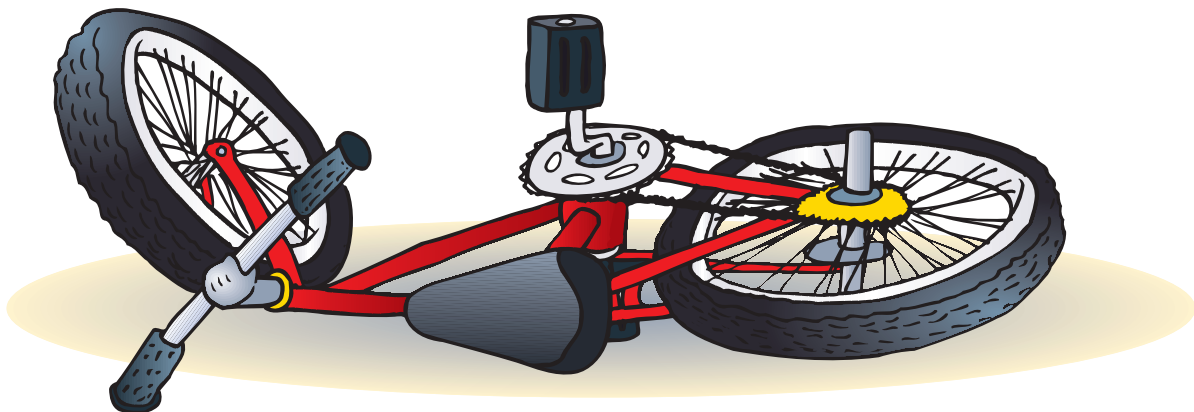
How can you tell the difference? Ask yourself these two questions:

What is the subject?

Is the subject doing the action?

If the answer to the second question is “no,” then you have a passive verb.

Sometimes, writers have to use passive verbs when they write. Maybe the writer doesn’t know who did the action, so, “My bike was tipped over” is the only option. Most of the time, however, writing is clearer and more interesting if writers use active verbs.



Lesson 6 Active Voice

Compare these two paragraphs. The one on the left is written mostly with passive verbs. The one on the right is written with active verbs. What do you notice?



Residents were left with a clean-up job after the area was swept by strong thunderstorms and high winds yesterday afternoon. A severe weather warning was issued by the National Weather Service at 2:30 p.m. Within half an hour, reports of fallen trees and broken electrical lines were being called in by homeowners. Wind gusts of up to 65 miles per hour were recorded at the airport. In addition to fallen trees, many smaller branches and limbs were blown down by the storm. It was announced by the mayor that storm debris will be picked up by city crews starting tomorrow.

Strong thunderstorms and high winds that swept the area yesterday afternoon left residents with a clean-up job. The National Weather Service issued a severe weather warning at 2:30 p.m. Within half an hour, homeowners were calling in reports of fallen trees and broken electrical lines. The airport recorded wind gusts of up to 65 miles per hour. In addition to fallen trees, the storm blew down many smaller branches and limbs. The mayor announced that city crews will pick up storm debris starting tomorrow.

Underline the subject of each sentence below. Put an **X** next to each sentence that contains a passive verb.

- _____ Nick was watching the storm.
- _____ The sky was lit up by lightning.
- _____ The yard was littered with branches.
- _____ Pete was amazed.

Practice writing sentences with active verbs. First, look at the sentences above that have passive verbs. Rewrite one of those sentences with an active verb.

Now, write a new sentence about a thunderstorm. Make sure you use an active verb.

Lesson 1 Sensory Details

In a description, a writer's goal is to help readers see, hear, smell, feel, or taste what is being described. Writers use **sensory details**, or details that appeal to readers' senses, in their descriptions.

I went to one of those mega-stores the other day. You know, the kind that has groceries on one side and everything else ever invented on the other. In spite of the fact that neon signs hang from the ceiling about every five feet, I was lost the minute I stepped in. I wandered around so long looking for a yellow wastebasket for my bathroom that I got hungry. Fortunately, a spicy scent led me to the café. After a grilled chicken sandwich and a tall, cold glass of sweet iced tea, I was ready for more wastebasket hunting. A whining, whirring sound told me an employee was approaching on a scooter. As she changed her mind, though, her back-up beeps faded down aisle 37, and there was my wastebasket. Success at last, and it took only three hours!

The sensory words, *whining* and *whirring*, for example, help you hear the scooter. What other sensory details does the paragraph contain? List them here, according to whether the detail helps you see, hear, smell, feel, or taste what is being described. Some details might fit into more than one category.

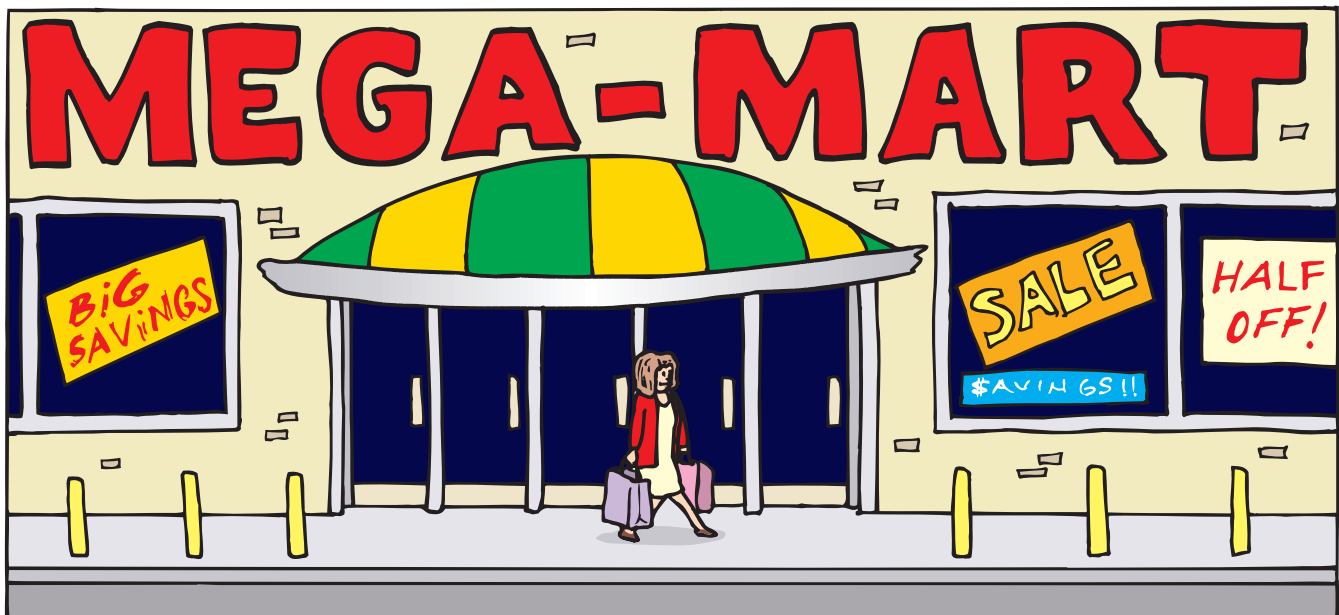
See: _____

Hear: _____

Smell: _____

Touch: _____

Taste: _____



Lesson 1 Sensory Details

Think of a store in which you have shopped. Was it a huge grocery store? Or was it a small shop full of scented candles? What was it like? Imagine yourself in the store. Can you describe the experience so that a reader feels as if he or she is right there?

First, record the sights, sounds, smells, textures, and flavors (if there were any) you experienced at the store.

Sights: _____

Sounds:

Smells: _____

Textures:

Flavors:

Now, put your words to work. Describe what it is like to be in this store. Appeal to all five of your readers' senses.

[illegible]

Lesson 2 Describing Objects

When a writer describes an object, readers should be able to see, hear, smell, feel, and perhaps taste it. Can you describe something so vividly that your readers feel as if they are right there seeing it or holding it?

Take a close look at a familiar object that is nearby. Perhaps it's a pen, a pencil sharpener, or a classroom poster. Look at it as if you are seeing it for the first time. Write its details here. Use descriptive adjectives.

Color: _____

Shape: _____

Size: _____

Texture: _____

Smell: _____

Other details: _____

Now, write a paragraph in which you describe the object. Again, describe it as if you are not familiar with the object. Remember to appeal to as many of your readers' senses as you can.

Lesson 3 The Writing Process: Descriptive Writing

Descriptive writing plays a role in many forms of writing. You see it in stories, in textbooks, and in newspaper articles. Use the writing process to develop a paragraph that describes a character you might include in a story.

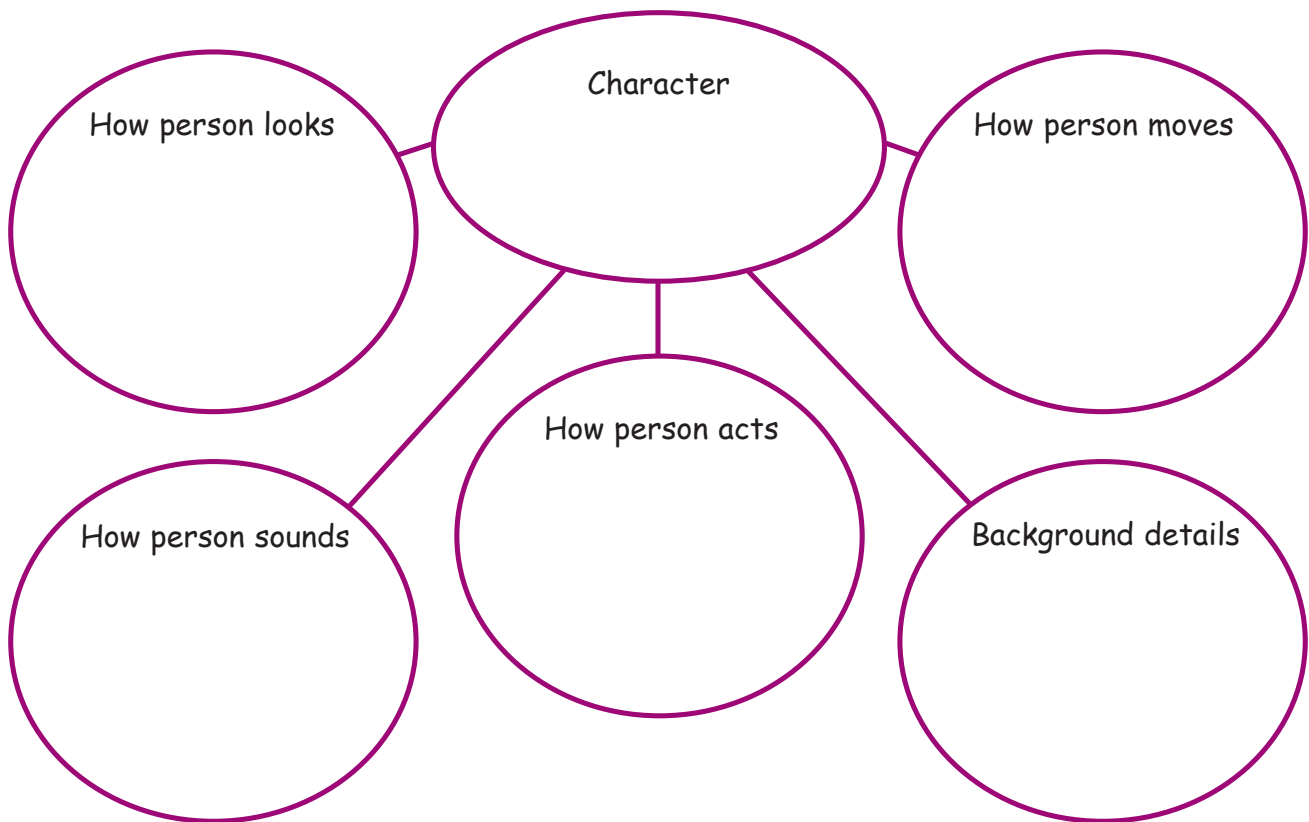
Prewrite

Suppose you are trying to describe a person to someone who has never met that person. Think about how the person looks, moves, acts, and talks. First, think of some types of characters that you might like to write about. List them below:

Now, look over your list. Which character seems most appealing? Choose one and write the character's name here.

Character I will describe: _____

Use this idea web to record details about your character.



Lesson 3 The Writing Process: Descriptive Writing

As a final step in the prewriting stage, organize your ideas. How will you describe this person? Will you start with a physical description, perhaps from head to toe? Will you use order of importance to describe the overall person? Make a choice and write it here.

Method of organization: _____

Major details, in order:

--	--	--	--

Draft

Refer to your prewriting notes as you write a first draft. Remember, this is the time to get your ideas down on paper in sentences. This is not the time to worry about getting every word just right.

Lesson 3 The Writing Process: Descriptive Writing

Revise

All writers face the difficult task of reading what they have just written and trying to make it better. Reread your draft carefully. Will the information be clear to your readers? Will it be interesting? Answer the questions below about your draft. If you answer “no” to any of the questions, then those are the areas that might need improvement. Ask a friend to read your draft and answer the questions, too.

- Did you keep your audience in mind? Did you include details that will interest them and that they will understand?
- Did you organize your description in a logical way?
- Did you use transition words to move between parts of the description?
- Did you use vivid verbs and precise nouns to help readers see the character?
- Did you use sensory details? To how many of your readers' senses did you appeal?

Rewrite your description here. Make changes to improve your writing, based on the questions you just answered.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 4 Personal Narrative

Have you ever written a true story about something that happened to you? You were writing a personal narrative. A **personal narrative** is a true story an author writes about his or her own experiences. Read Nick's personal narrative.

After the Storm

It was a weird July day because it was so windy. It seemed more like a wild, November wind, except that it was warm. In mid-afternoon, it got calm. An hour later, a terrific thunderstorm swept through. The wind picked up again and really whipped the trees around. My brother and I watched out the windows.

After the storm, and after a cold supper, Mom said she had to go grocery shopping. "There's no food in the house, and your aunt is coming tomorrow," she said. Well, it looked to me as if there were food in the house, but there are some things that you just don't say to your mother. So, we all went to the grocery store.

The power was still out all over the neighborhood. We started to wonder whether the store would be open. But Mom said surely they had a generator. When we pulled into the parking lot, we saw that she was right. There were lights on in the store.

As soon as we stepped into the store, though, we realized that only about half of the store's lights were on. There was plenty of light to see by, but it wasn't the brighter-than-day light that grocery stores usually offer. And something else was weird, too. It was completely quiet. All of the fans and blowers were off. There was total silence in the store.

Mom, Pete, and I looked at each other. It didn't seem right to talk in such a quiet place. I felt as if I should tiptoe. I saw Mom wince when the grocery cart wheels squeaked.

There were just a few other people in the store. That was weird, too, because usually it's a pretty busy place. When we did talk, our voices sounded funny without all the background noise. The funny thing is, I had never even noticed the background noise. Was my entire life full of background noise that I never noticed?

Ever since then, I have been trying to listen to what is going on around me. When I'm outside, I hear barking dogs or distant traffic and maybe even some birds. When I'm inside, I hear fans and blowers, beeping cash registers, and crying babies. But at least I'm listening.

Lesson 4 Personal Narrative

Some people write personal narratives because they want to share their thoughts and feelings. Some write because they want to entertain their readers. Some might want to do both. As always, writers of personal narratives keep their audience in mind. What do they want to share with those readers?

Here are the features of a personal narrative:

- It tells a story about something that happens in a writer's life.
- It is written in the first person, using words such as *I*, *me*, *mine*, and *my*.
- It uses time and time-order words to tell events in a sequence.
- It expresses the writer's personal feelings.

What could you write a personal narrative about? Here are some idea-starters.

the quietest place you've been
a most exciting event
the funniest thing you ever saw

the noisiest place you've ever been
a most embarrassing moment
the busiest place you've ever been

What memories popped into your head as you read these idea-starters? Write some notes about each memory. One of these could be the start of a great personal narrative!

Idea-starter: _____

Idea-starter: _____

Idea-starter: _____

Idea-starter: _____

Idea-starter: _____

Look back at page 24. Notice how Nick ends his personal narrative with a conclusion. In it, he writes about how he learned to listen differently as a result of the experience.

Lesson 5 Sequence of Events

In a personal narrative, writers need to tell when things happen and in what order. Using **time-order words** helps readers understand events and why they happen. Think of some time-order words or phrases. List them below. The list is started for you.

dawn

sunrise

today

Monday

next week

last night

Now, use some of the time-order words you listed. Write a sentence that could be from a personal narrative. Use a time-order word or phrase at the beginning of your sentence.

Write a sentence about something you did last week. Use a time-order word or phrase in the middle or at the end of your sentence.



Lesson 5 Sequence of Events

In addition to time-order words, **transition words** help readers know when things happen and in what order. Here are some common transition words.

after	as soon as	before	during	finally	first	while
later	meanwhile	next	so	soon	then	when

Here is a paragraph from Nick's personal narrative on page 24. Circle the transition words when you find them.

After the storm, and after a cold supper, Mom said she had to go grocery shopping. "There's no food in the house, and your aunt is coming tomorrow," she said. Well, it looked to me as if there were food in the house, but there are some things that you just don't say to your mother. So, we all went to the grocery store.

Think about a time when you were in a very quiet or a very noisy place. Where were you? What happened? What did you think about? Write the sequence of events in a paragraph. Remember that it is important to use transition and time-order words, but don't start every sentence with one of these. Use different sentence styles to keep your writing interesting.

[illegible]

Lesson 6 The Writing Process: Personal Narrative

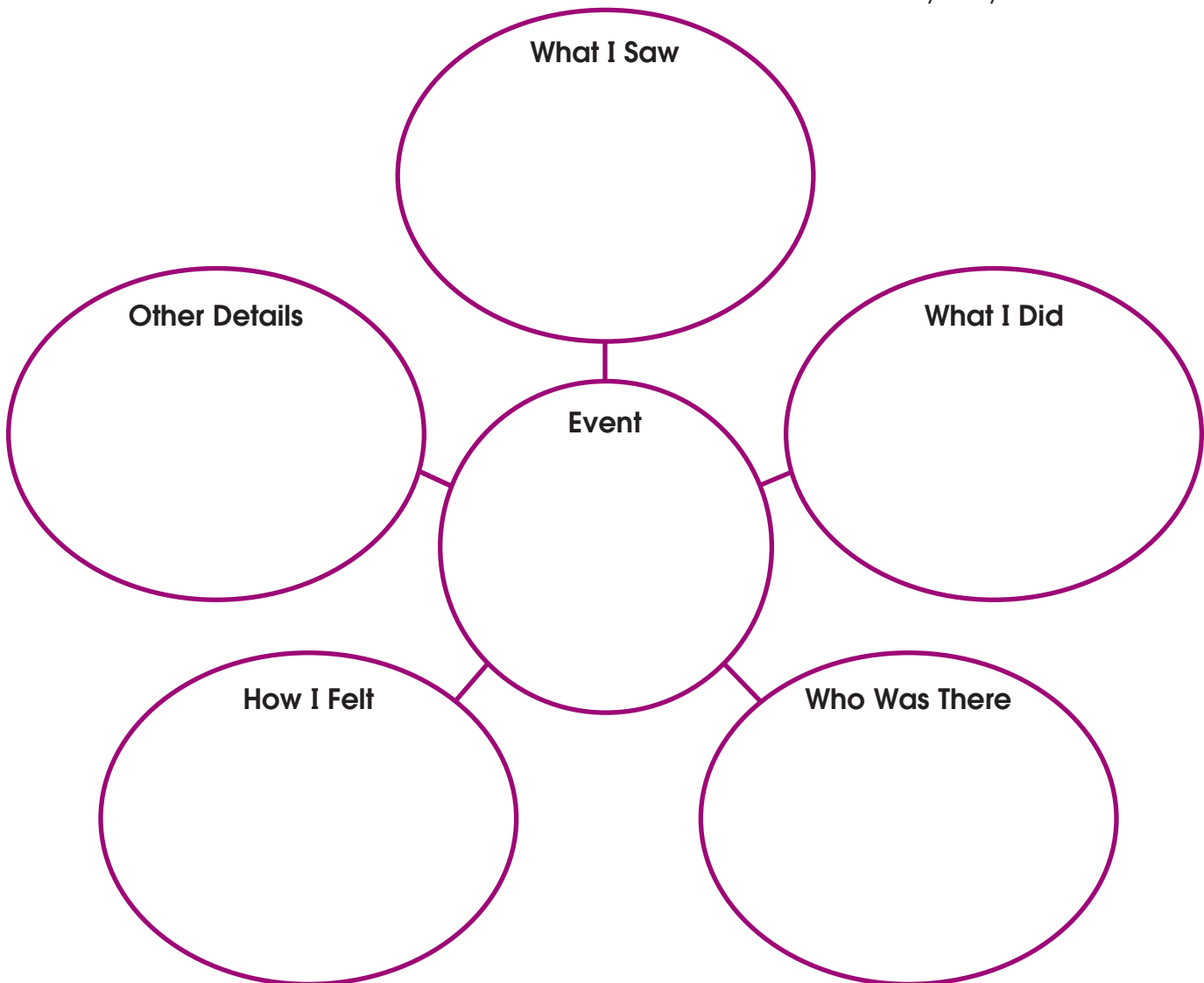
A personal narrative can be about the day you tamed a lion. However, if you've never done that, your personal narrative might be about something a little more normal. Remember the narrative you read on page 24? Nick wrote about going to the grocery store. There was nothing dangerous or exciting there. It was just an event that caused Nick to think a little bit. Follow the writing process to develop a personal narrative about an event in your own life. How did it change you?

Prewrite

Look again at the idea-starters on page 25 and the notes you made. Choose one of those ideas, or another idea that you like, and begin to explore it here.

My idea: _____

Use this idea web to collect and record details. Write down as many as you can.



Lesson 6 The Writing Process: Personal Narrative

So far, you have chosen a topic and collected ideas. Now, it is time to put your ideas in order. Think about the story you are about to tell. Use the sequence chart on this page to list the events in order. Don't worry about details here; just put events in order. After you are finished, go back and insert transition words.

↓

↓

↓

↓

↓

↓

↓

Lesson 6 The Writing Process: Personal Narrative

Draft

Write a first draft of your personal narrative on this page or in a computer document. Continue on another sheet of paper if you need to. Look back at your sequence chart on page 29 as you write. Remember to use transition and time-order words and develop a good conclusion. Don't worry about getting every word just right. Write your ideas in sentences and in order.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Write an idea for a title here.

Title: _____

Lesson 6 The Writing Process: Personal Narrative

Revise

One of the hardest things for any writer to do is to edit his or her own work. However, even experienced, professional writers know that they can almost always improve their first drafts. Improve your own first draft by answering the questions below. If you answer “no” to any questions, those are the areas that might need improvement. Make notes on your draft about changes you might make later. Ask a friend to read your draft and answer the questions, too.

- Did you tell about just one event or one “thing” in your narrative?
- Did you include details to make readers feel as if they are right there with you?
- Did you tell events in order? Did you use transition and time-order words to show when events happened?
- Did you tell how you felt about the events? Do readers get a sense of your personal feelings?
- Did you use active verbs?
- Does your story flow well when you read it out loud?
- Did you include any dialogue to help your readers better understand the event?
- Did you include a good conclusion that reflects on your experiences?

Now, focus on making sure you included details that will keep your readers interested. Did you use fantastic descriptive words, vivid verbs, and precise nouns?

When Nick revised his personal narrative, he added some descriptive words and phrases. Here is how Nick changed his opening paragraph.

^{because it was so windy}
It was a weird July day. [^]It seemed more like a wild, November ^{windy} day, except that it was warm. In mid-afternoon, it got calm. ^{An hour} Later, a terrific thunderstorm swept through. The wind picked up again and really ^{^whipped} blew the trees around. My brother and I watched out the windows.

Lesson 6 The Writing Process: Personal Narrative

Write the revision of your first draft here or make changes to your computer document. As you revise, remember to keep readers interested by using vivid descriptive words.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Now that you have revised your draft, are you still happy with your title? If not, write a new title here.

Title: _____

Lesson 6 The Writing Process: Personal Narrative








Proofread

Now, it is time to correct those last errors. As you proofread, read for just one kind of error at a time. Read through once for capital letters, once for end punctuation, and once for spelling. Here is a checklist to help you proofread your revised narrative. Ask a friend to read your writing and use the checklist, too.

- ___ Each sentence begins with a capital letter.
- ___ Each sentence ends with the correct punctuation (period, question mark, or exclamation point).
- ___ Each sentence states a complete thought.
- ___ All words are spelled correctly.

When proofreaders work, they use certain symbols. Using these symbols makes their job easier. They will make your job easier, too.

Use these symbols as you proofread your personal narrative. Also, read your writing out loud. You might catch a mistake that you overlooked before.

-  Capitalize this letter.
- Add a missing end mark:  ? !
- Add a comma, please. 
- Fix incorrect or misspelled words. 
- "Use quotation marks correctly," she reminded. 
- ~~Delete~~ this word. 
- Lowercase this letter. 

Publish

Write a final copy of your narrative on separate sheets of paper or make final changes to your computer document. Write or type neatly so there are no mistakes. If you wish, make a cover for your story and include photographs of some of the people and places mentioned. Share your writing with family members and friends.

Lesson 7 Parts of a Fiction Story

A good story has these ingredients:

- A fiction story tells about made-up people or animals. They are the **characters** in the story.
- A fiction story has a **narrator**, or someone who tells the story. The narrator might be a character in the story. Or, the narrator might not take part in the action at all.
- A fiction story has a **setting** where the action takes place.
- A fiction story's action is the **plot**. The plot is usually a series of events that includes a **conflict**, which needs to be resolved.
- A fiction story uses **dialogue**, or conversation among characters, to move the action of the story along.
- **Sensory details** make the characters, setting, and action come alive.
- An interesting **beginning, middle, and end** make a fiction story fun to read.

Below is the first part of a fiction story. This story's narrator is one of the characters. In fact, he is the main character. Read the story, then answer the questions that follow.

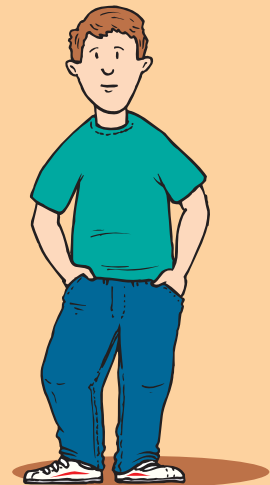
My Normal Life

I'm not one of those kids you read about in books. I'm not rich, and I'm not poor. I'm just an average kid with an average family. Of course, it's not as if we sit around playing board games every night, either. They go to work; I go to school. We eat supper together most nights. Sometimes there are things to talk about. Sometimes there are not.

The only reason I've ever been out of Iowa is that I live by the Mississippi River. I can see Wisconsin across the river, and I've been to Wisconsin. So, by traveling a mile or two, I can say I have been out of state.

Dad is a mechanic. Mom says that's why our car is always breaking down. I guess it gives Dad extra practice. Mom is a cashier at Ivan's, the only grocery store in town. Dad says it's always good to know someone who can bring home the bacon without making an extra stop. That's a joke, I guess.

So, I'm a normal kid living in a normal town with parents about as normal as parents get. So, is this the beginning of the world's most boring story? It would be if I hadn't met Jeremiah.



Lesson 7 Parts of a Fiction Story

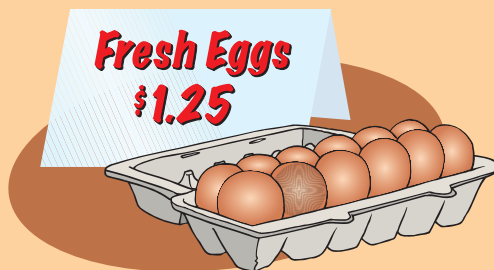
Jeremiah is not normal, like everyone else I know. Jeremiah says important things. But if he doesn't feel like it, he doesn't say anything at all. He's not rude, he just chooses what he wants to say and throws away what he doesn't want to say. That's one of the important things he said to me once.

Here's how I met Jeremiah. Mom sent me to Ivan's for eggs on her day off. It was a Wednesday, when the farmers set up stalls on the courthouse square. I dawdled next to the table full of homemade bread. Glory, it smelled good. Then, I wandered past the boxes of green beans and red radishes. Just looking at the onions made my eyes water. I tried to name the flowers in the galvanized pails. When I saw the eggs, though, I couldn't believe my eyes. They were brown! I looked around for a sign. I thought maybe they were a joke or something. No normal chicken would lay a brown egg, at least not that I ever saw at Ivan's. The man who was selling the eggs was watching me, and I was starting to feel a little...you know, watched.

"Nice eggs," I said. I figured that might lead to a clue about their origin. No. He just nodded. I had stood there too long not to buy something. I felt mild panic rising. I asked, "How much?"

The man's brown eyes slid over to a sign that I had completely missed. "Fresh Eggs \$1.25," it said, in the neatest printing I had ever seen. I nodded, trying not to look as stupid as I felt.

"I'll take a dozen, please," I said, fishing in my pocket for the money Mom had given me. So, that's how I met Jeremiah. As you can tell, he threw away what he didn't want to say that day.



Lesson 7 Parts of a Fiction Story

Answer these questions about “My Normal Life.” Look back at the story on pages 34 and 35 if you need to.

Who is the narrator?

Who is the main character in the story? _____

List three details about the main character.

In what way are details about the main character revealed?

What other characters appear in the story? What do you know about each character?

Where does the action take place? _____

What kind of problem, or conflict, do you think might occur in this story? _____

Review the brief dialogue. Notice what the characters say and how they say it. What do you learn about the characters from the dialogue?

Main character: _____

Other character: _____

Record some of the story’s sensory details. Remember to look for sights, sounds, smells, textures, and tastes.

Lesson 8 Setting

The **setting** of a story is when and where the story's action takes place. The setting of a story may be in a real place or in a completely imagined place. The time during which a story takes place may be in the past, the present, or the future.

In some stories, the setting is very important. A mystery might depend completely on the creepy old house where the action takes place. In other stories, the characters' thoughts and actions are more important, and the setting is less vital.



Readers learn details of the setting in different ways. A character might say something about the weather or the scenery. Or, maybe you learn from a character's thoughts that he is annoyed by traffic noises, so you can assume he is in a big city. In other stories, the narrator describes the setting. Here is an example from "My Normal Life" on page 34.

The only reason I've ever been out of Iowa is that I live by the Mississippi River. I can see Wisconsin across the river, and I've been to Wisconsin. So, by traveling a mile or two, I can say I have been out of state.

Dad is a mechanic. Mom says that's why our car is always breaking down. I guess it gives Dad extra practice. Mom is a cashier at Ivan's, the only grocery store in town. Dad says it's always good to know someone who can bring home the bacon without making an extra stop. That's a joke, I guess.

What details does the narrator reveal about the setting?

_____	_____
_____	_____
_____	_____

Lesson 8 Setting

Here is another example. This passage is from *Song of the Trees* by Mildred D. Taylor. The narrator, who is also the main character, reveals details about the setting.

I opened the window and looked outside. The earth was draped in a cloak of gray mist as the sun chased the night away. The cotton stalks, which in another hour would glisten greenly toward the sun, were gray. The ripening corn, wrapped in jackets of emerald and gold, was gray. Even the rich Mississippi earth was gray.

Only the trees of the forest were not gray. They stood dark, almost black, across the dusty road, still holding the night. A soft breeze stirred, and their voices whispered down to me in a song of morning greeting.

What information do you get about the setting from this passage?

Write some of the sensory details Taylor uses in the passage.

What mood, or feeling, do you feel the details convey? Explain your answers.

Writers use details in their settings that match the mood of what is happening in the story. First, think about details that a writer might include in a story that is humorous or light-hearted.

What might the weather be like?

What time of day might it be?

Lesson 9 Characters

A good story has characters about whom readers care. Can you remember cheering for them when something good happened? Did you hope that the characters' bad times would turn out all right? Name some characters you remember from stories or novels you have read.

Now, think about what you know about those characters. How did you learn about them? How did the narrator or author help you get to know the characters? Normally, readers learn about characters in four ways:

- The narrator reveals information.
- The characters' own words reveal information.
- The characters' actions reveal information.
- Other characters' words and actions reveal information.

Review "My Normal Life," on pages 34 and 35. What do you know about the main character? For each detail you record, write how you know it. For example, in the second sentence you learn that the character is neither rich nor poor. You know this because the narrator (who is also the main character) reveals that information.

What I Know About the Character

How I Know It

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Lesson 9 Characters

Now, think about a character you would like to create. Rather than thinking about what happens to the character, think about what kind of person the character is. Answer these questions.

Is the character human? _____ If not, what is the character? _____

Is the character male or female? _____

What two words best describe your character?

During what time period does your character live? _____

What background details or family history have “shaped” this character?

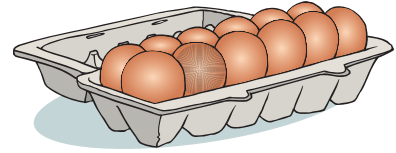
What might your character say, and how? Write a line of dialogue that your character might speak.

What might other characters say about this character? Either write a line of dialogue or describe what others would say.

Now, introduce your character. Write a paragraph about him or her.

Lesson 10 Dialogue

Dialogue is the conversation among characters in a story. Good dialogue helps readers get to know the characters. Dialogue also moves the action of the story along.



“These aren’t from Ivan’s,” Mom said as soon as she peeked into the egg carton to make sure I hadn’t broken any. “Where did you get these?”

Uncertain about her reaction, I said as confidently as I could, “From the farm market. They’re fresh.”

She held one up. To my surprise, she didn’t seem concerned about the color. Was I the only one who had never heard of brown eggs before? She asked, “Was it Mrs. Refsal’s stall, then?”

I didn’t think my mom paid any attention to the farm market. Now, all of a sudden, she knows these people by name? “Uhh, not unless Mrs. Refsal is a man.”

She cocked her head and asked, “A man?”

“He was kinda tall. He had brown hair and brown eyes. He didn’t say much.” There, I had told her everything I knew.

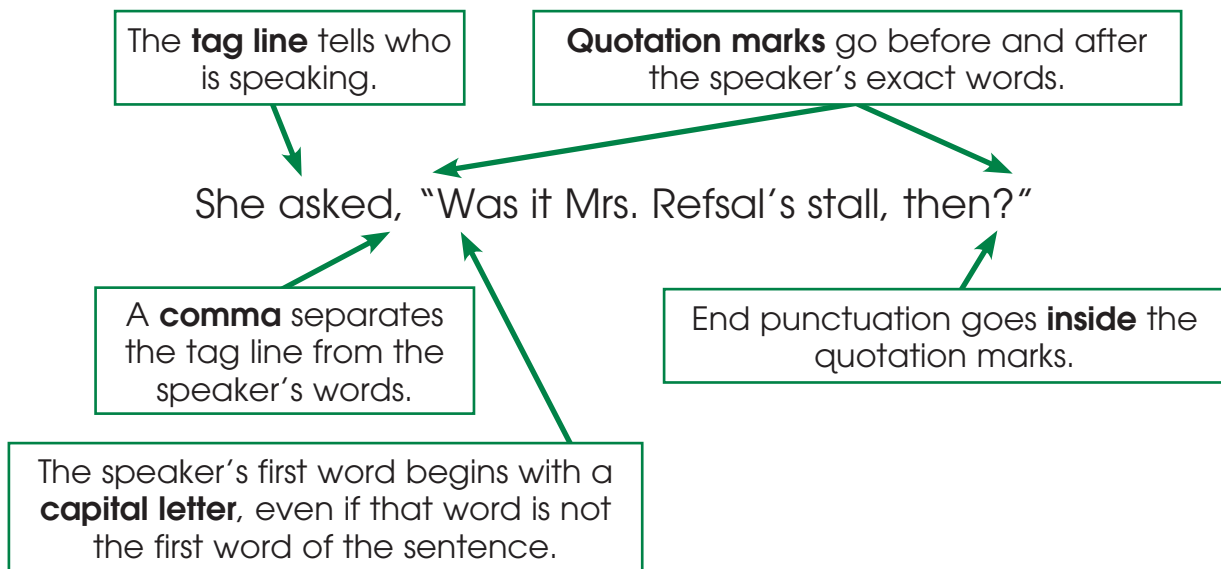
“Oh,” she nodded knowingly, “Jeremiah.”

This is not normal. First, I discover brown eggs, about which my mom apparently knows everything. Now, she’s on a first-name basis with people I have never even seen before.

What do you learn about the main character from this dialogue?

What do you learn about the main character’s mom?

Take a closer look at a line of dialogue and its punctuation.



Lesson 11 Point of View

When a writer writes a story, he or she chooses a narrator to tell the story. In some stories, the narrator is one of the characters in the story. Words such as *I*, *me*, and *my* let readers know that a story is written from a **first-person point of view**. Here is another piece of “My Normal Life,” the story begun on page 34.

This is the first thing Jeremiah said to me. He said, “I have some green eggs, if you want ‘em.” I had been buying eggs from him every Wednesday most of the summer. In all those weeks, he hadn’t said a word. I was thinking maybe he didn’t speak. But then he came out with this green egg thing. Surely it was a joke. I stood there looking at his face. Of course, there was no sign whether it was a joke or whether he was just insane. I searched for a neutral answer.

“I’ll see if my mom wants some next week,” was the best I could do. It got me off the hook, anyway. Maybe he’d think I was playing along, if it were a joke. Jeremiah just nodded.

Below is the same scene, but it is written in **third-person point of view**. Readers see words such as *he*, *she*, *him*, *her*, *his*, *they*, and *them* in stories that are written in third person. The main character is the same, but the narrator “reports” to readers what the character says, thinks, and does. A narrator who reveals characters’ inner thoughts is said to be omniscient, or all-knowing.

This is the first thing Jeremiah said to Max. He said, “I have some green eggs, if you want ‘em.” Max had been buying eggs from Jeremiah every Wednesday most of the summer. In all those weeks, Jeremiah hadn’t said a word. Max was thinking maybe this man didn’t speak. But then Jeremiah came out with this green egg thing. Surely it was a joke. Max stood there looking at Jeremiah’s face. Of course, there was no sign whether it was a joke or whether Jeremiah was just insane. Max searched for a neutral answer.

“I’ll see if my mom wants some next week,” was the best Max could do. It got him off the hook, anyway. Maybe Jeremiah would think Max was playing along, if it was a joke. Jeremiah just nodded.

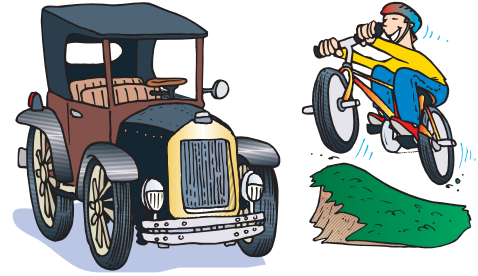
Lesson 11 Point of View

Look back at the piece of the story on page 44. How will Max ask his mother about the green eggs without embarrassing himself? Write the next conversation that Max has with his mom. Write in first-person, from Max's point of view. Remember to punctuate your dialogue correctly.

Now, write that same scene in third-person point of view. Remember, the main character, Max, is the same. However, your omniscient narrator will tell what he says, thinks, and does.

Lesson 12 Story Ideas

Many stories, such as “My Normal Life,” are **realistic**. They include human characters who are more or less regular people. Realistic stories set in the past are called *historical fiction*. Whether the setting is in the past or the present, though, the characters could be real, and the events could happen, even though the details come from a writer’s imagination.



List some stories or books you have read that have realistic settings.

What kind of realistic story would you like to write? Will it be about a regular kid who loves to ride his bike? Might it be about the first person in your town to own an automobile? Realistic stories require just as much imagination as unrealistic, or fantasy, stories do. Write down some realistic story ideas.

Realistic story idea #1

Character(s): _____

Setting: _____

Plot: _____

Realistic story idea #2

Character(s): _____

Setting: _____

Plot: _____

Realistic story idea #3

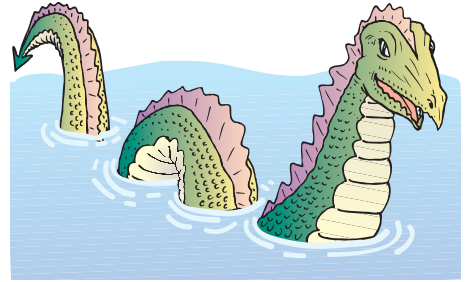
Character(s): _____

Setting: _____

Plot: _____

Lesson 12 Story Ideas

There are different types of fiction that are not realistic, such as fantasy, tall tales, and science fiction. A **fantasy's** setting may be anywhere and at any time. Characters may be human or some other life form. Details often involve characters with special powers who go on amazing and dangerous quests, and who are victorious over a "bad" or evil force or enemy.



What fantasies have you read? Try to recall some of the details. Were there talking animals? Where did the characters live? Did the author specify a time period? Record a few details that you remember.

What kind of fantasy would you like to write? Who will be your main characters? What kind of life form are they? Where will they live? Why are they there? What is the time period? Open up your imagination and jot down a couple of fantasy ideas here.

Fantasy idea #1

Character(s): _____

Setting: _____

Plot: _____

Fantasy idea #2

Character(s): _____

Setting: _____

Plot: _____

Fantasy idea #3

Character(s): _____

Setting: _____

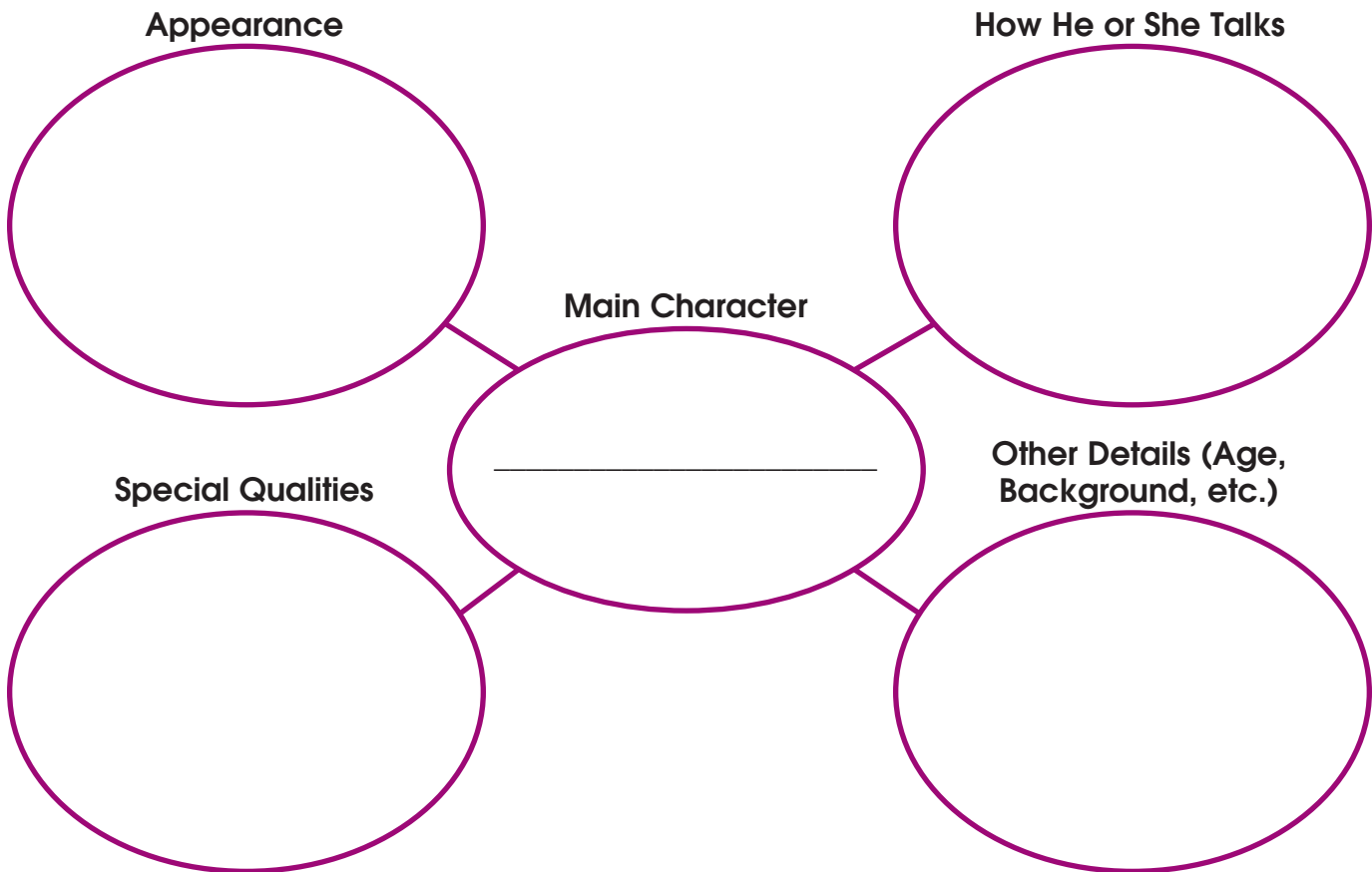
Plot: _____

Lesson 13 The Writing Process: Story

Some writers base their settings on their own experiences. Perhaps a character's school is similar to a school the author used to attend. Maybe a character's teacher is much like a teacher the author once had. Other writers create whole new worlds, maybe even places where human beings don't exist. Use the writing process and see what kind of world you can create.

Prewrite

Look at the story ideas you wrote on pages 46 and 47. Choose one of those ideas, or another idea that you like, and begin to develop it. Whether you write a realistic story or fantasy, you need to pay special attention to your main character. Use this idea web to record details about how he or she looks, acts, speaks, and so on.



Before you go on, consider these questions about your setting and plot.

- What is the setting of your story? Consider place or location, time setting (year), season, time of day, and weather.
- What problem will the main character face?
- What does the character do to try to solve the problem? Does it take more than one try? What is the final solution or outcome?
- What might your conclusion look like?

Lesson 13 The Writing Process: Story

Now, put the main events of your story together. Think about the story you are about to tell. What is at the beginning, in the middle, and at the end? Use the story map on this page to plan the important parts of your story.

Character(s)

Setting

Plot: Beginning

Plot: Middle

Plot: End

Lesson 13 The Writing Process: Story

Draft

Write a first draft here or in a computer document. Continue on another sheet of paper if you need to. Use transition and time-order words to move from one event to another. Use dialogue to help your readers learn about the characters. Don't worry about mistakes. Just get your ideas down in sentences and in order.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Write an idea for a title here. You may choose the final title later.

Title: _____

Lesson 13 The Writing Process: Story

Revise

Revising your own writing is a difficult job. It's hard, even for an experienced writer, to change or "fix" something that you worked hard to write.

Answer the questions below. If you answer "no" to any of these questions, those are the areas you might need to improve. Make marks on your draft so you know what needs attention. Ask a friend to read your draft and answer the questions, too.

- Did you give details about an interesting character and a setting?
- Does your story have a beginning, a middle, and an end?
- Did you include a problem and a solution in your plot?
- Did you tell events in an order that makes sense?
- Did you use sensory details and descriptive language?
- Did you use dialogue to help readers learn about characters and to move the story forward?
- Did you remember to use the same point of view throughout your story?
- Did you use transition words to help your story flow?
- Did you provide a conclusion that makes sense with the characters' experiences and reflects on what happened?

Review the important parts of a story.

- In the **beginning** of a story, readers meet the character or characters and learn a little about the setting and the plot. The first sentence makes readers want to keep on reading.
- In the **middle** of a story, the action takes place. Readers see the character or characters face a problem. The characters probably make one or more attempts to solve the problem.
- In the **end**, the characters solve the problem in a logical way. Keep in mind that it is not satisfying to have a story's central problem just go away by magic or by coincidence. Your characters must deal with their problem to solve it.

On your draft, draw brackets next to the beginning, middle, and end of your story. Jot some notes if you decide that you must revise any of those parts to make them more interesting for your readers.

Lesson 13 The Writing Process: Story

Read your draft out loud. Listen for awkward sentences or sentences that sound too much the same. Then, write the revision of your story here or make changes to your computer document. Fix any awkward sentences as you go.

[illegible]

Review your title choices. Which one seems best? Write it here.

Title: _____








Lesson 13 The Writing Process: Story

Proofread

By now, you have read your story several times through. You can probably recite parts from memory. It is still important, though, to proofread carefully. When you are familiar with what you are reading, you are more likely to overlook errors. Also, you must still proofread typewritten text, even if the computer has checked your spelling. If you type *threw* instead of *through*, for example, the computer won't catch that error. Use the checklist below as you proofread your revised story. Look for one kind of error at a time. Ask a friend to read your writing and use the checklist, too.

- ___ Each sentence begins with a capital letter.
- ___ Each sentence ends with the correct punctuation (period, question mark, or exclamation point).
- ___ Dialogue is punctuated correctly.
- ___ Each sentence states a complete thought.
- ___ All words are spelled correctly.

When proofreaders work, they use certain symbols. Using these symbols will make your job easier as you proofread your story. Remember to read your writing out loud. When you read out loud, you may hear mistakes or rough spots that you did not see.

-  Capitalize this letter.
- Add a missing end mark:  ? !
- Add a comma  please.
- "Be sure to punctuate your dialogue,"  she said.
- Fix incorrect or misspelled words.
- ~~Dele~~te this word.
- Lowercase this etter.

Publish

Write a final copy of your story on separate sheets of paper or make final changes to your computer document. Write or type carefully so there are no mistakes. If you wish, add a title page and illustrations. Share your story with others. With a parent's permission, you may wish to post it (without including your name) on a Web site that publishes young people's writing.

Chapter 2

NAME _____

Lesson 1 Spatial Organization

There are many ways to organize information. **Spatial organization** means organizing by space. When you walk into a room, you naturally look around in an organized way. You scan the room from left to right, up to down, or near to far.

When writers describe a room or some other place, they must describe it in an organized way. This organization helps readers “see” the place just as if they were looking at it themselves. In the description below, Nina describes her sister’s bedroom from near to far.

As you step into Shannon’s room, you are engulfed by knee-high stacks of books and magazines. A narrow path leads forward. Should you take that path, you would find yourself in the middle of the room. To the left is an open closet door. The door is open because it is blocked by books. Inside are clothing and more books, of course. To the right is a bed. It is a rumpled island in a sea of books. At the far end of the room is a window. A curtain made out of book jackets blocks the late afternoon sun.



When we organize ideas by space, we use words that tell us where things are. Here are some common spatial words.

above	across	beside	between	beyond	into	left
low	middle	next to	over	right	through	under

Find these, or other spatial words, in the paragraph above. Circle them.

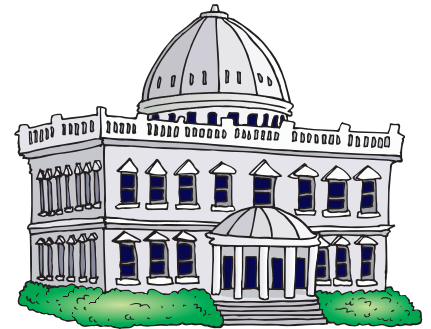
Look at the room around you. Write a paragraph to tell where some things are. Use spatial words in your sentences. The first sentence is started for you.

Next to me is

Lesson 1 Spatial Organization

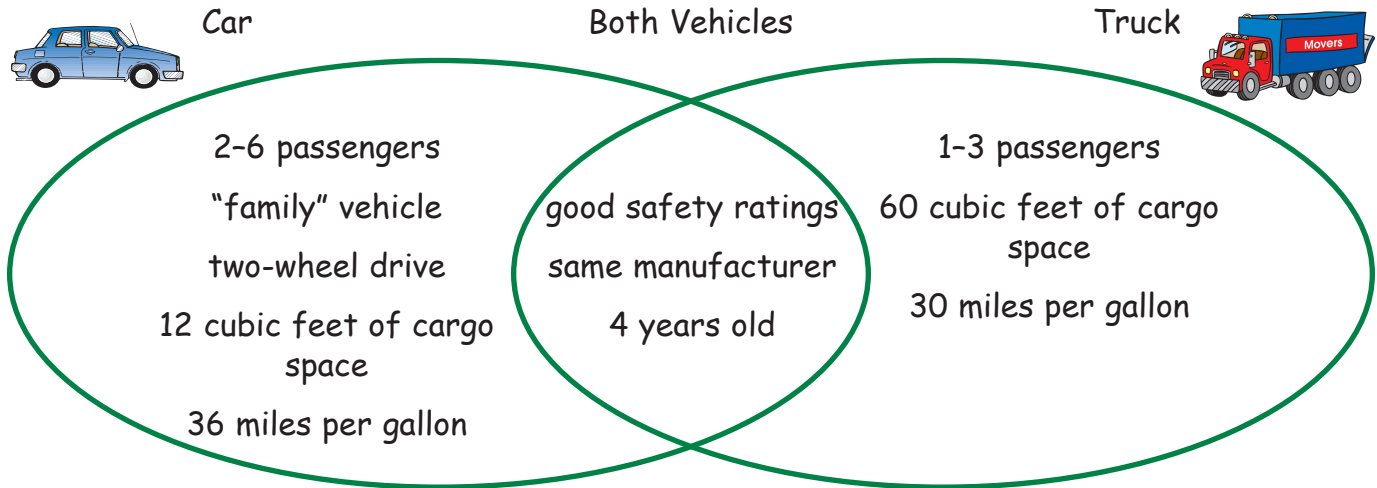
Nina described her sister's cluttered bedroom. What kind of a cluttered place have you seen? It might be a store, a yard that you drove past, or your own bedroom! Describe the place. Choose a method of organization that makes sense. Use sensory details so that readers can see, hear, smell, and feel the view. Remember to use spatial words to tell where things are.

While sightseeing recently, imagine that you came across this building. Describe it for a friend back home. Organize the details of your description from top to bottom or from bottom to top.

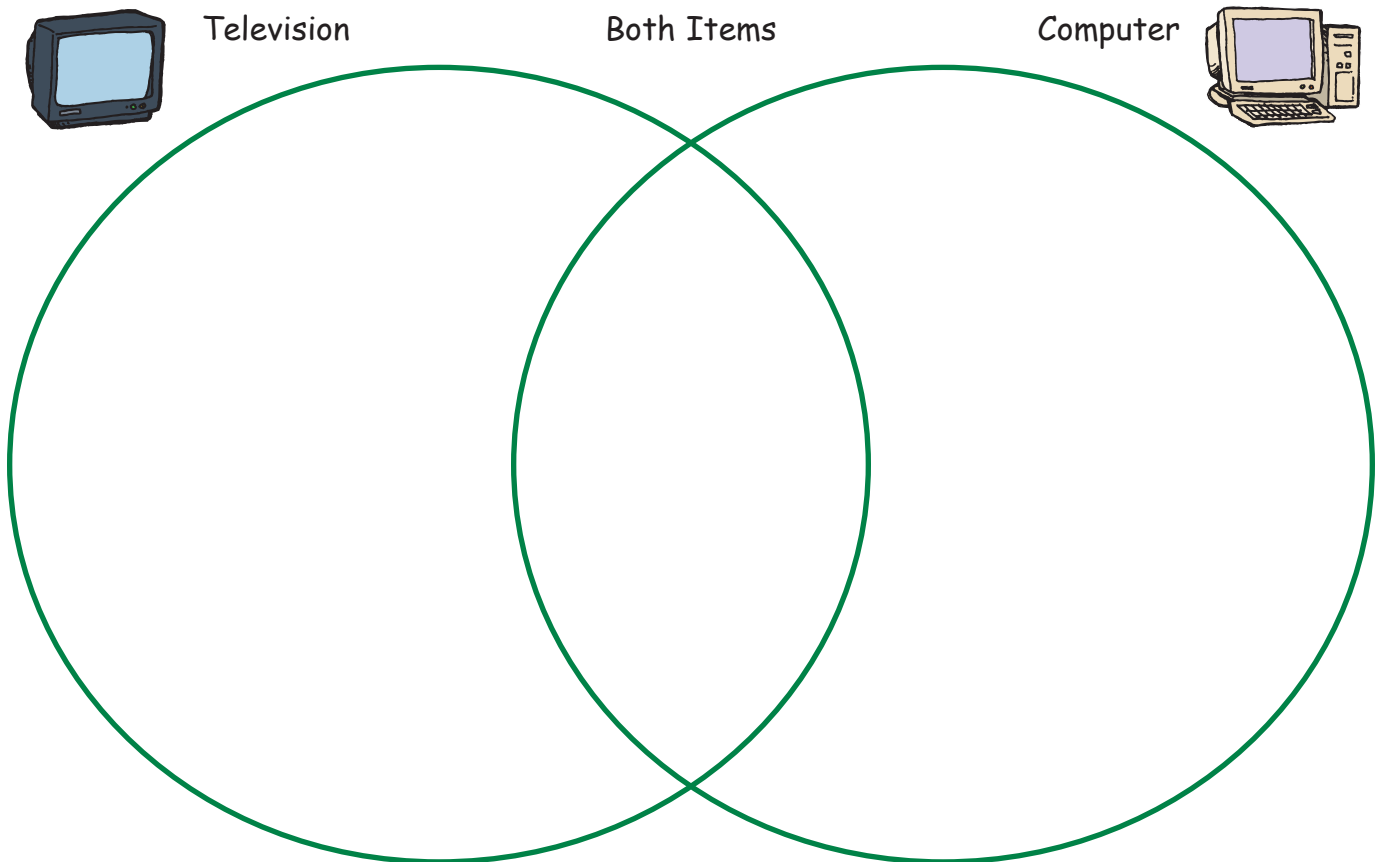


Lesson 2 Comparing Objects

A Venn diagram is a tool that helps us compare things. In the diagram below, Chance compares two vehicles, a car and a truck.



To practice using a Venn diagram, compare a television with a computer. Record how each item is different. Then, write what is the same about each item.



Lesson 2 Comparing Objects

Once you organize ideas in a Venn diagram, you can more easily write about those ideas. When writers write to compare, they must present information in a way that makes sense to readers. There are two ways to organize a written comparison. One way is to talk first about one object, then about the other. This is called a **whole-to-whole comparison**. Here is an example. Information about an apple is in red. Information about a banana is in black.

The apple's skin is smooth and shiny and may be eaten or pared off with a sharp knife. It is deep red, except near the stem, where the red fades to pink. The crisp flesh of the apple is juicy and sweet. The banana's thick peel is not edible, but peels off easily by hand. The yellow color is even from end to end. Inside, the banana's flesh is firm but not crisp. It is never juicy, and has a sweet tang that is like nothing else.

The other way is to talk first about one feature, or characteristic, as it relates to both objects. Then go on to another feature, and so on. This is a **part-to-part comparison**. Here is an example. Again, information about the apple is in red; information about the banana is in black.

The apple's skin is smooth and shiny and may be eaten or pared off with a sharp knife. The banana's thick peel is not edible, but peels off easily by hand. The apple is deep red, except near the stem, where the red fades to pink. The yellow color of the banana is even from end to end. The crisp flesh of the apple is juicy and sweet. The banana's flesh is firm but not crisp. It is never juicy, and has a sweet tang that is like nothing else.

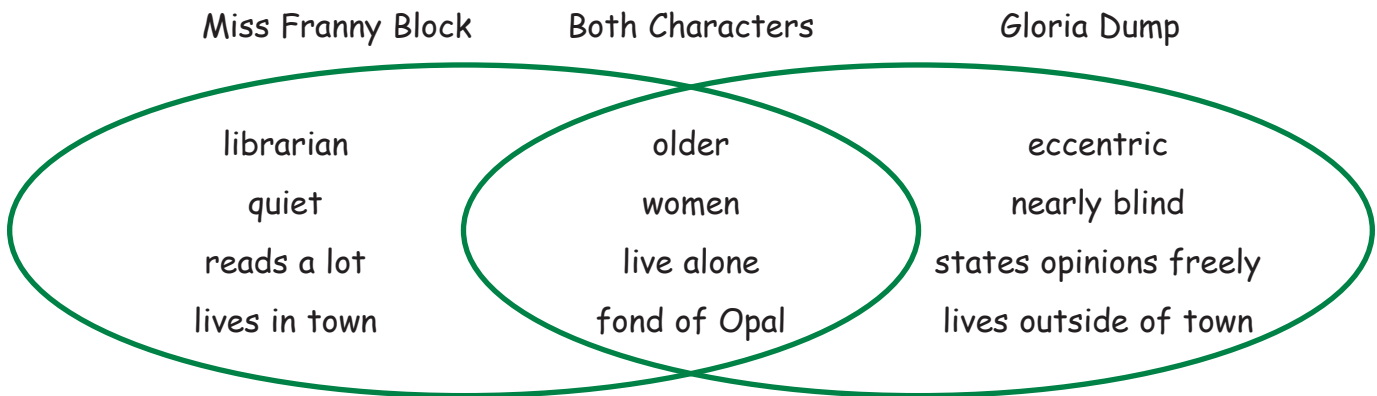
Now, look back at the details you recorded on page 56 about a television and a computer. Write a paragraph in which you compare the two items. Decide which method of organization you will use: whole-to-whole or part-to-part. Then, write the paragraph. If you wish, use two different colors as you write.

Lesson 3 Comparing Characters

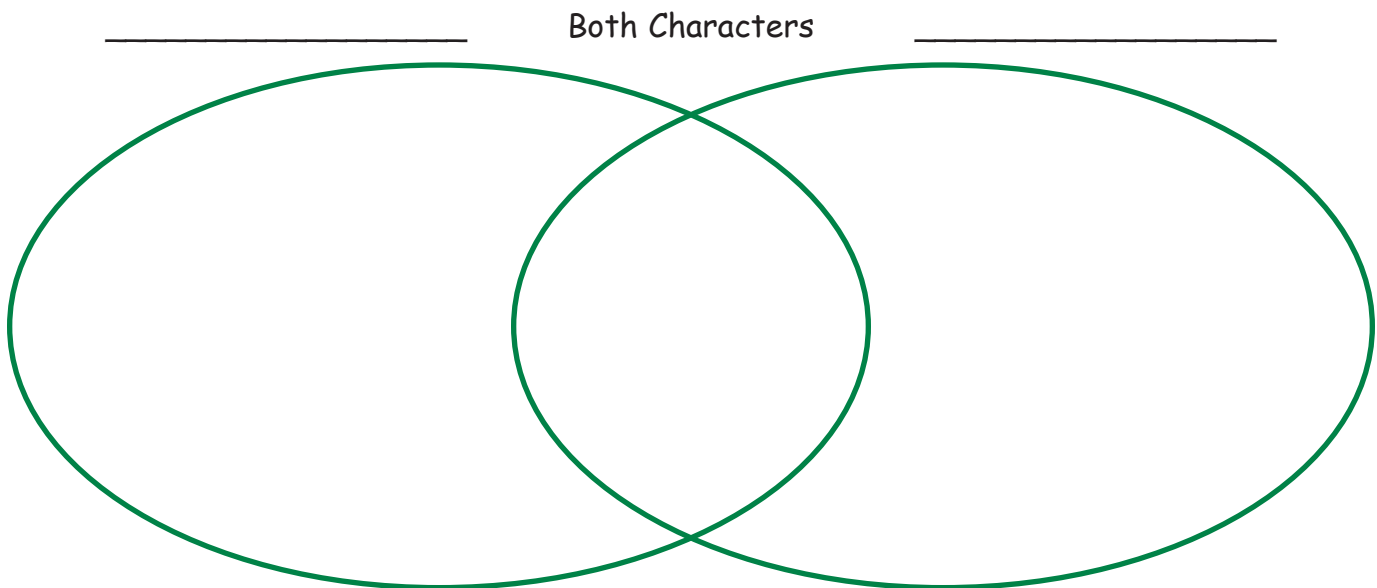
Comparing characters, whether within a book or among different books, can help you understand a story and its developments.

You already know how to compare things with the help of a Venn diagram. Juyong made a diagram in her reader response journal to record what she knows so far about two characters in a book her class is reading.

Because of Winn-Dixie by Kate DiCamillo



Think of a historical fiction book you have read. It might be set during medieval times, in colonial America, or during World War II. Choose one character from the book and write his or her name above one circle below. Now, read a nonfiction account of a real person who lived during that same time. Write his or her name above the other circle. Fill in the Venn diagram to compare the two.



Lesson 4 Cause-and-Effect Organization

Why is milk “milky”? Why does a cactus have spines? When you ask why, you are looking for causes. A **cause** is a reason why something happens. An **effect** is a thing that happens. Here are some examples of causes and effects. Think about the relationship between each cause and effect.

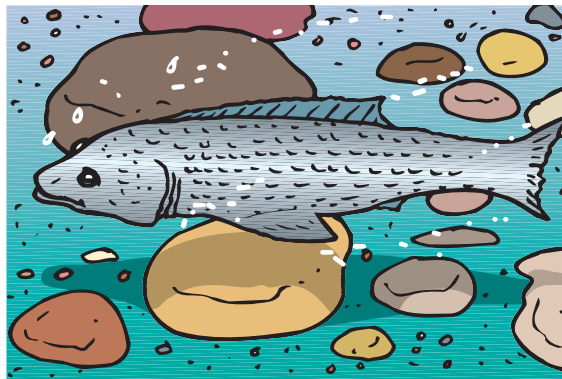
Cause	Effect
It is cold outside.	Hugh wore a coat.
I lost my house key.	I called Mom at work.
Lou’s car won’t start.	She rode the bus home.

When writers write to inform, they often use causes and effects. They use the words and phrases *so*, *because*, *as a result*, and *therefore* to link causes and effects. Read this paragraph about why the fish population is changing. Circle the cause-and-effect words and phrases in the paragraph.

The fish populations in the Green River are returning to normal levels. Four years ago, there was an oil tanker spill at Branton Manufacturing in Parnett. As a result, nearly 20 miles of the Green River were polluted. The oil slick choked out vegetation, so all species of fish and amphibians lost their food supply and died. Now, the river is nearly healthy again because of the diligent clean-up work carried out by so many concerned citizens.

Find some causes and effects in the previous paragraph. One is written for you. Write two other causes and effects.

Cause	Effect
There was an oil spill.	Twenty miles of river were polluted.



Lesson 4 Cause-and-Effect Organization

Writers might also use causes and effects when they tell about events that happen in a story or novel. Here are some causes and effects from *The Thief Lord* by Cornelia Funke.

Prosper and Bo's parents are dead, and they must live with an aunt and uncle who treat them cruelly. The brothers run away to Venice. Once there, they meet an unusual boy who calls himself the "Thief Lord." The Thief Lord offers the boys food and shelter along with several other children. Though the boys are grateful, they soon get caught up in petty crime, and a mysterious turn of events puts all the children in danger.

Find the causes and effects in the paragraph above. Write them here. The first one is done for you.

Cause	Effect
The boys' parents are dead.	The boys live with an aunt and uncle.

Read a page from a science textbook, social studies textbook, or other nonfiction book or article. Does the author organize some of the information according to causes and effects? For each idea or event that is explained, ask: What caused this to happen? What effect did this have?

Write the causes and effects of some important events from the book.

Book title: _____

Lesson 5 Report an Event

In a news report, a reporter writes about an event. The event might be a fire, a governor's press conference, or a hurricane. In addition to relating events in the order in which they occurred, the reporter links causes and effects. Causes and effects help readers understand what happens and why.

Here is part of a report about a house fire. Look for words that signal cause-and-effect relationships: *so, because, as a result, therefore*. When you find them, circle them.

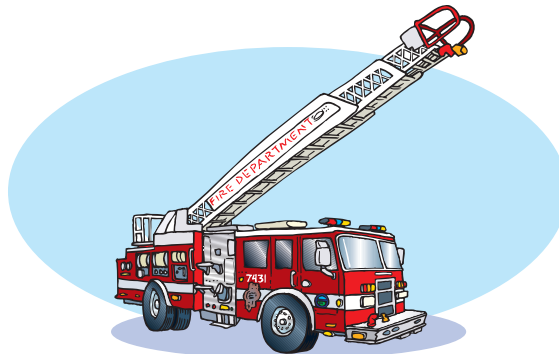
The Ford Township Fire Department made a run on Monday afternoon as the result of a 911 call at 2:45 p.m. The caller, a homeowner on Murphy Road, reported seeing heavy smoke at a garage belonging to his neighbor, Abe Samson. When the trucks arrived at the scene, the structure was engulfed in smoke. Because of the caller's quick action, firefighters were able to save the structure. Samson was not home at the time. Firefighters discovered an electric heater with frayed wiring, so Chief Will Layman suspected an electrical spark from faulty wiring as the cause of the fire.

Write three causes and three effects from the paragraph.

Cause: _____ Effect: _____

Cause: _____ Effect: _____

Cause: _____ Effect: _____



Lesson 5 Report an Event

Now, think about causes and effects in an event in your own life. What happened on the way to school yesterday? At lunch? After your parents got home from work? Even if nothing “big” or exciting happened, there were causes and effects in action. What did you do? What happened next? What resulted from these happenings? List some events in order. Draw arrows to show any cause-and-effect relationships among events.

1. _____
2. _____
3. _____
4. _____
5. _____

Now, practice writing about causes and effects. Write a paragraph about the happenings you listed above. Remember to use *so*, *because*, *as a result*, and *therefore* to connect the cause-and-effect relationships.

Lesson 6 Explanatory Writing

Some explanatory writing is simple. A sign says “In,” and you know where to enter a building. Some explanations are not simple. A new cell phone might come with a whole book full of instructions. Your new bicycle could come in a small box, with instructions to assemble the dozens of parts, one by one.

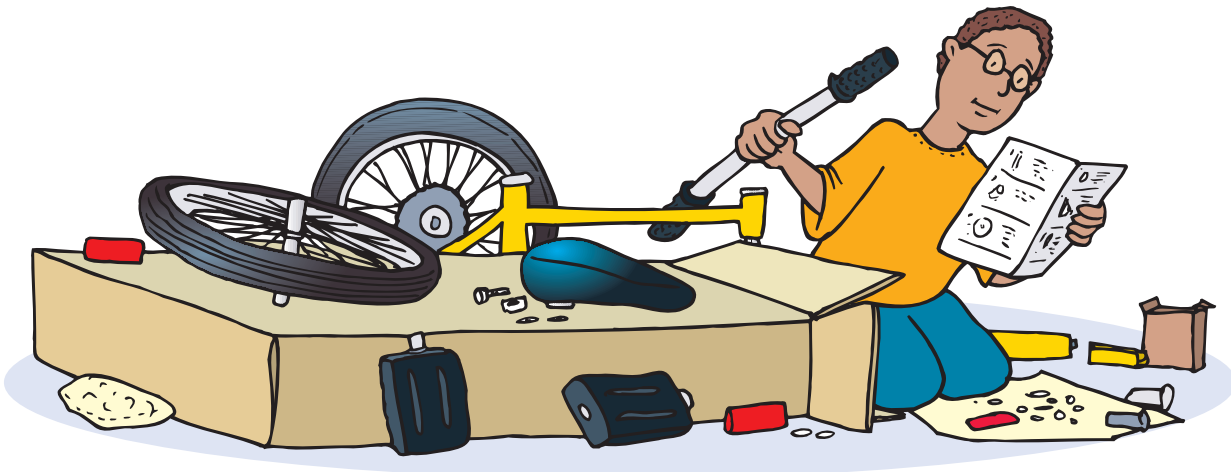
Some explanatory writing does not take the form of instructions, though. Some explanations tell how or why something happened. For example, your teacher might explain what events cause the formation of a desert. Or, you might read an explanation of why your favorite music group is breaking up.

List some explanations that you have read or heard this week. Think about your science, health, and social studies classes, play practices, or athletic team practices.

Think about instructions you have read or used. How many different kinds can you list?

When you write to explain, or give instructions, you might write for these reasons:

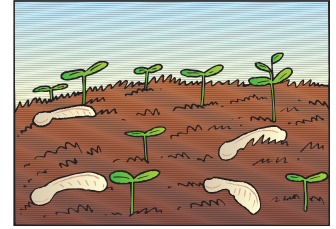
- to tell how to make something
- to tell how something works
- to tell how to get somewhere
- to tell why something happened



Lesson 6 Explanatory Writing

Here is a simple explanation that tells how to plant a bean seed.

First, prepare the soil by loosening it with a trowel. Then, place the seed on the soil. Cover the seed with half an inch of soil and lightly tamp it down. Finally, water the ground thoroughly. After a few days, your bean will sprout!



The writer stated each step in order. To help readers follow the steps, he or she used order words such as *first*, *then*, and *finally* to make the order clear. Underline each of those order words that you find in the paragraph above. Notice that the instructions use a formal tone. When you talk with friends, you may speak casually and use slang. For formal writing, avoid contractions and make sure to use words that your audience will understand.

What do you know how to do? Write down a few simple processes, such as making toast, that you think you could explain clearly.

Now, choose one of the processes you listed and think carefully about each of its steps. Imagine that you are explaining the process to someone who has never done it before. You will have to start at the very beginning. List the steps here. After you are finished, go back and add time-order words to help the reader understand.

Process: _____

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Step 8: _____

Step 9: _____

Step 10: _____

Step 11: _____

Step 12: _____

Lesson 7 Directions

Imagine you are in a place where you have never been before. Someone has told you to go to the second hallway, turn left, turn left again, and the place you are looking for will be "right there." But, you have been down three hallways, past a dozen doorways, and nothing makes sense.

Now, turn the tables around. If you were in a familiar place and someone asked you for directions, would you be able to give clear directions? Directions need to be in order. As you write them, think about what happens first, second, next, and so on. In addition, directions need to tell "where." Here are some words that are often used in directions.



Time-Order Words

first
second
then
next
after that
finally

Direction Words

left
right
up
down
north
west

Position Words

over
under
past
beyond
before
above
beside

Here is how Cassie told her friend Hanna how to get to the new store at College Mall. Underline the time-order, direction, and position words in the paragraph.

First, enter the mall at the west entrance off of Autumn Road. Walk past the information center and go down the mallway to the right. Then, when you get to the "T," go right again. After that turn, go up the stairs. Tammy's is just beyond the bookstore.

Lesson 7 Directions

Write directions that tell how to get from one place to another in your school or in another large place with which you are familiar. If you need to, close your eyes and imagine yourself walking from one place to the other. Now, write your directions. Use descriptive words to help your reader “see” where he or she is going. If you need to, look back to page 66 for time-order, direction, and position words.

Imagine that you live in a tree house at the center of a tropical island. Friends have arrived at the beach, and they need to know how to get to your tree house. Write directions so they can find the way. If you wish, make a sketch of the island on a separate sheet of paper. Then, write the directions here.



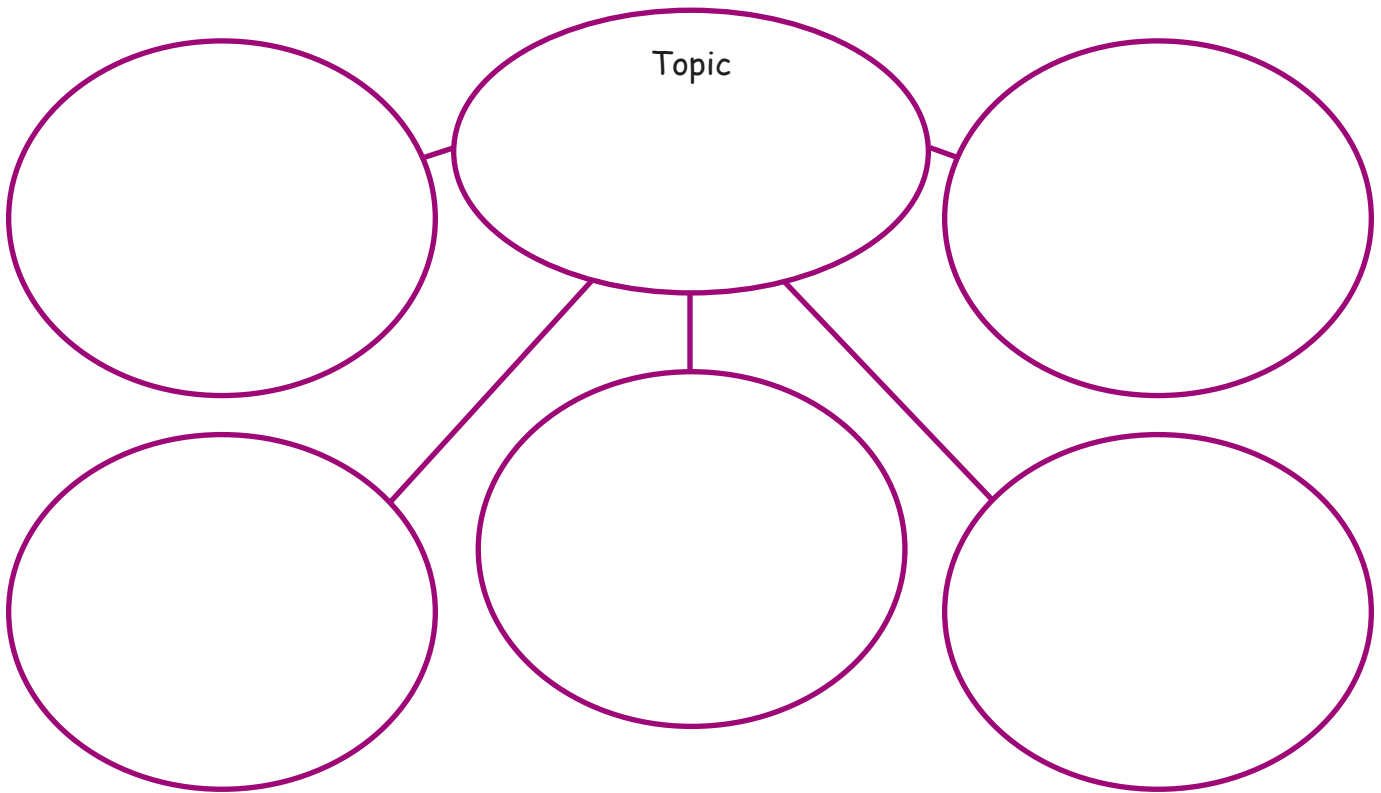
Lesson 8 The Writing Process: How-to Instructions

Someone has asked you to explain how to play a popular card game. Can you do it? Use the writing process to see how good you are at explaining to someone else how to do something.

Prewrite

Think about things you want to know how to do. You might think of a card or computer game you want to know how to play, a food you want to prepare, or a sport you want to try. Write your ideas below.

Now, find two or three good books or Web sites that explain how to do the thing you selected. Are the steps in the sources explained clearly? If not, look for another source that helps clarify the process. Record what you learned in the idea web below.



Are you comfortable with your topic? If not, go back to your list and choose another. Explore it with an idea web on a separate sheet of paper. Remember to think about your audience. What will they need to know?

Lesson 8 The Writing Process: How-to Instructions

Now, it is time to put the steps in order. Think about the process you are about to explain. Assume that your audience has never done this before, so you need to start at the very beginning. Use the sequence chart on this page to list the important steps in your explanation. Don't worry about details here; just be sure to list the main steps in the correct order. Once you are finished, go back and add transition words.

1.
_____2.
_____3.
_____4.
_____5.
_____6.
_____7.
_____8.
_____9.

Lesson 8

Draft

Write a first draft of your instructions in the space below or in a computer document. Keep your sequence chart handy as you write. Continue on another sheet of paper if you need to. Remember to use transition words between steps and to include a conclusion. Don't worry about getting everything perfect. Just get your ideas down in sentences and paragraphs and in order.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 8 The Writing Process: How-to Instructions

Revise

For many writers, revising is much more difficult than writing the first draft. Try to reread your work with fresh eyes. Answer the questions below about your draft. If you answer “no” to any questions, those are the areas that might need improvement. Make marks on your draft, so you know what needs more work. Ask a friend to read your draft and answer the questions, too.

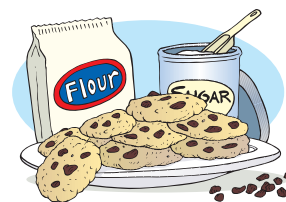
- Did you explain how to do something from beginning to end?
- Did you include all of the steps in order?
- Did you include time-order words to make the sequence clear?
- Did you use direction and position words to make your details clear?
- Did you use good describing words so your readers can “see” what they are supposed to do?
- Did you keep your audience in mind by asking yourself what they might already know or what they need to know?
- Did you include a heading or title so readers know what they are reading about?
- Did you use a formal tone?
- Did you explain in your conclusion what the end product is supposed to look like?
- Did you define any special terms that readers may not be familiar with?

Recognizing causes and effects helps readers understand what they are reading. The words *so*, *because*, *therefore*, and *as a result* may signal a cause-effect relationship. Here is an example:

Shape the cookies into balls. Make them all the same size so that they bake evenly. Leave at least two inches between each cookie because the cookies will spread as they bake. After removing cookies from the oven, remove from cookie sheet immediately. Leaving them on the sheet would result in brown, over-baked bottoms.

Look back at your draft and think about cause-and-effect relationships. Are the causes and effects clear? Do you need to add signal words to make them more clear?

If you are talking about a topic that is unfamiliar to people, you may need to define some of the words you use. For example, if you ask readers to use a Phillips head screwdriver, you may need to explain to them that a Phillips head screwdriver has a tip that looks like a cross. Read over your instructions. Do you need to define anything for your reader?



Lesson 8 The Writing Process: How-to Instructions

Write the revision of your instructions here or make changes to your computer document. As you revise, remember to think about important details that your readers will need to know.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 8 The Writing Process: How-to Instructions

Proofread

Now, it is time to correct any last little mistakes. Good proofreaders look for just one kind of error at a time. So, read through once for capital letters. Read again for end punctuation, spelling, and so on. Here is a checklist to use as you proofread your instructions. Ask a friend to read your writing and use the checklist, too.









- ___ Each sentence begins with a capital letter.
- ___ Each sentence ends with the correct punctuation (period, question mark, or exclamation point).
- ___ Each sentence states a complete thought.
- ___ All words are spelled correctly.

Use standard proofreading symbols as you proofread your own revised instructions.

As you proofread, remember to read your writing out loud, even if there is no one to listen. When you read, you may hear mistakes or awkward spots that you did not see.

Publish

Write a final copy of your instructions on separate sheets of paper or make final changes to your computer document. Write or type carefully so there are no mistakes. You may wish to include a graph, chart, or diagram to help make your instructions clearer. Read your completed instructions out loud or use them to perform a demonstration in front of an audience.

-  Capitalize this letter.
- Add a missing end mark:   .
- Insert a comma, please. .
- Fix incorrect or misspelled words. .
-  Delete this word.
- Lowercase this  letter.

Lesson 9 Informational Writing

When writers write to inform, they present information about a topic. You do this when you write reports for school. Here is a report that Benito wrote about Ecuador.

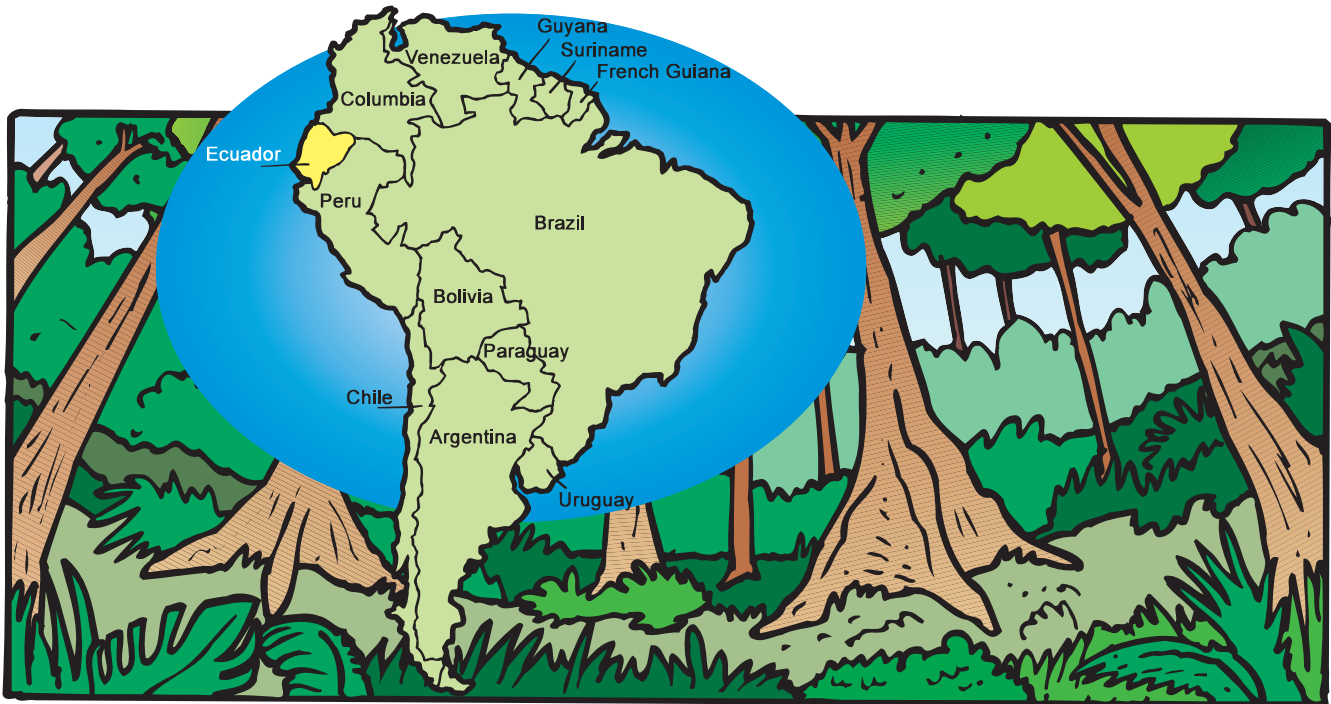
Ecuador

In Ecuador, the South American republic named after the equator, one might expect sweltering heat. But visitors and residents know otherwise. The republic's topography, or land features, create a varied climate that suits a number of lifestyles.

The hot climate expected of equatorial regions occurs in two sections of Ecuador. Temperatures are typically tropical in the lowlands along the Pacific coast and also in the far eastern region of the republic. In the coastal region, the climate fosters the growth of rubber, sugar cane, bananas, oranges, and coconut palms. To the east, though, the land is covered with dense rain forest. In the 1970s, the discovery of oil in this region created a new industry. Petroleum is now Ecuador's most important export.

Running down the middle of Ecuador are two ranges of the Andes Mountains. The tallest of the mountain peaks, at 20,000 feet above sea level, maintain snow and ice all year. Many of the mountains are volcanoes, though most have been inactive for many years. Between the two mountain ranges is a high plateau. This tableland is fertile and, consequently, supports small farming operations and small pockets of population.

As in every part of the world, Ecuador's land influences the activities that people pursue, what they grow, what they eat, and where they live. Ecuador's topography makes it easy to understand these concepts.



Lesson 9 Informational Writing

Here are the features of informational writing:

- It gives important information about a topic.
- It presents a main idea, which is supported with facts.
- It may include information from several different sources.
- It draws a conclusion based on the information presented.
- It is organized in a logical way. Transition words connect ideas.

When writers write to inform, they use transition words to connect ideas. **Transition words** help readers understand connections among ideas. Here are some common transition words:

again	before long	in addition
also	but	in spite of
and	consequently	therefore
as a result	finally	though
at the same time	for example	when
because	however	

Look back at Benito's report on page 74. Find the transition words that he used. Circle them.

Now, explore what you could write a report about. It is always a good idea to choose a topic in which you are interested. If you are studying regions of the world and you think Antarctica is boring, don't choose Antarctica for your topic. Instead, choose tropical rain forests or ocean life in New Zealand. To help you think of possible topics, answer these questions.

What are some places in the world that interest you or that you would like to visit?

_____	_____	_____
_____	_____	_____

What are some historical places or events that you know about? It might be an ancient city, the home of a historical figure, or the site of a famous battle.

_____	_____	_____
_____	_____	_____

Lesson 10 Reliable Sources

Information is everywhere. You can get information from a book, from the Internet, from a television, or from a cell phone. Which sources of information are best? How can you tell which are good and which are not good?

First, think about the kinds of sources available. For each question, write the source that would be most useful based on the type of information required. For some questions, more than one source might be useful.



dictionary
newspaper
atlas

print encyclopedia
online encyclopedia
almanac

Web site
scientific magazine

- _____ On what day did Mt. St. Helens erupt?
- _____ What is the migration pattern of monarch butterflies?
- _____ Who won the World Series in 1978?
- _____ How many acres do the Florida Everglades cover?
- _____ Who recently discovered a new animal?
- _____ What are Ecuador's main rivers?
- _____ What is the weather forecast for tomorrow?
- _____ Does *summit* have more than one meaning?

Once you find a source that seems to have the information you need, you must decide whether the source is reliable. If the source is printed, ask yourself these questions:

- **When was this source published?** If you need current information, the source should be only one or two years old. Depending on the subject, that might even be too old.
- **Who wrote this book and for what purpose?** If the book is an encyclopedia, atlas, or almanac, you can be pretty confident that responsible authors wrote it to provide information. If it is a magazine article or a work of nonfiction, you need to ask more questions. Might there be bias in the material (see page 104)? Is the author an expert in the field? Read the book jacket or an "About the Author" blurb in the book to discover as much as you can about the author and the purpose for writing.

Lesson 10 Reliable Sources

If you are looking at an online source, there are other questions to ask. Keep in mind that anyone can create a Web site. Just because you see information on a Web site does not mean that it is accurate.

- **What person or organization established or maintains this Web site?** What makes this person or organization an expert on the topic?
- **What is the purpose of the site?** Whether a person or an organization maintains a site, there is the potential for bias. Does the person or organization want to inform, to sell something, or to present a certain point of view (which may or may not be biased)?
- **When was the site last updated?** Just as with print sources, the publication date may matter, depending on whether you need current information.

Write *yes* or *no* to indicate whether these sources might be reliable, based on the information provided.

_____ You are writing about a South American country's economy. You refer to an encyclopedia published 6 years ago.

_____ You are writing about manatees. You refer to a Web site maintained by the Florida Department of Natural Resources.

_____ You are writing about King Tut's tomb and the artifacts found there. You refer to a Web site that includes travel logs from people who have visited the tomb.

_____ You are writing about health care in your county. You consult a report created by the county government last year that includes data about hospitals and medical providers.

You can find a great deal of information on the Internet. Each search is likely to yield thousands of results. Many search engines will give you the option to search only within categories such as news, blogs, or maps. This can help to limit your results.

To search, use keywords that are not too general or too specific. For example, if you were writing about the invention of the Internet, you would not want to search for the word *Internet* because you would get too many results that are unrelated to your topic. You would also not want to search for the question *Was the Internet invented by people in the U.S. government to create a network?* This is too specific; the search engine may pick up on words such as *U.S. government* and *network* that will take your search off track. A better choice would be to search for *How was the Internet invented?* This contains keywords that relate to your topic and will likely lead to good results.

Lesson 11 Quoting and Paraphrasing

When you research, you gather information from a variety of sources. There are two ways to include information from a source in your writing. The first way is to quote the author directly. Abi read the following passage in one of her sources—*Voting in the United States* by E. Jameson.

Although the right to vote was originally written into the U.S. Constitution, many people did not have the right to vote until the 20th century including women and African Americans. People had to fight for their right to vote for many years. The fight for women's right to vote was called the "women's suffrage movement," which began in 1848 with a women's rights convention in Seneca Falls, New York. African Americans also led campaigns at the same time. Though African American men were granted the right to vote in 1869, no women were allowed to vote until 1920. This means that women and African Americans were unable to cast their ballots at the polls for most of U.S. history.

Abi decided to **quote** this author in her writing. She made sure to give credit to the author and to use quotation marks around the author's words. See the example below.

According to Jameson, both women and African Americans "had to fight for their right to vote for many years."

Another way to use information from a source is to **paraphrase**. When you paraphrase an author, you put his or her ideas into your own words. It is not necessary to use quotation marks because the words are your own. However, if the words express the author's unique idea (and not facts that are common knowledge), you must give the author credit. For example, the information that women gained the right to vote in 1920 is a widely known fact, so you would not give the author credit for this idea. However, the observation that women and African Americans were unable to vote for most of the country's history is the author's own thought. See how Abi paraphrased this idea below.

Jameson points out that, for most of the history of our country, African Americans and women were unable to vote.

Important Note

When you write a research report, you must give credit to the authors of the sources where you found information. Using an author's words or ideas as if they are your own is called *plagiarizing*. Plagiarizing is a form of cheating.

Lesson 11 Quoting and Paraphrasing

Imagine that you are writing a report on the history of the Civil Rights Movement. Read the entry below from *Riders for Freedom* by J. Smith.

Beginning in 1961, activists who became known as *Freedom Riders* rode interstate buses into the southern United States to challenge racial segregation. Even though segregated buses had been ruled unconstitutional, buses in the South remained segregated according to tradition and local laws. Together, these unjustifiable local laws persisted in a system known as *Jim Crow*. The Freedom Riders brought attention to the disregard for federal law and the violence often used to enforce segregation. The riders, who were a mix of whites, African Americans, and people of other races, presented a united front for civil rights. Many of them were arrested for trespassing, unlawful assembly, and violating local laws.

On the lines below, write two quotations from the passage. Remember to give the author credit and to enclose the author's words in quotation marks.

Now, write two paraphrased ideas from the passage. If the information is the author's own unique thought (and not common knowledge), you must give the author credit.

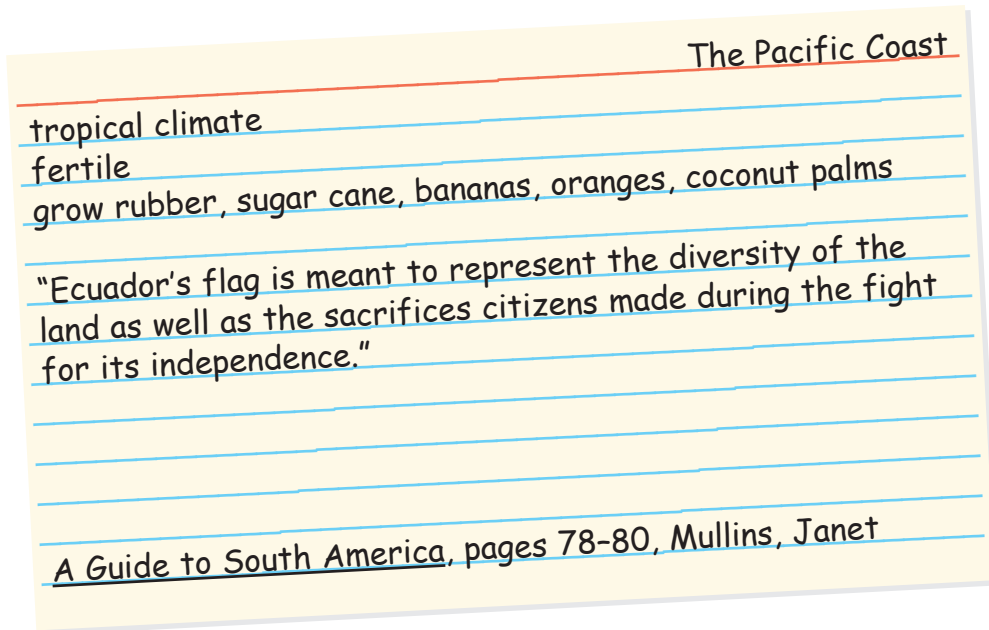
Did you remember to use the author's name to give credit where needed? Did you avoid plagiarizing? Go back and check your work. Make any corrections necessary.

Lesson 12 Taking Notes

As you research, take notes from the sources you read. You should not write down everything you read, but only the information that is most helpful for your report.

Using note cards is a good way to record facts and information. When your notes are complete, you can easily rearrange and organize the cards so that the information flows well and makes sense.

On your note cards, briefly jot down important facts. Write quotes or paraphrased information that you want to include in your report. Look at Benito's note card.



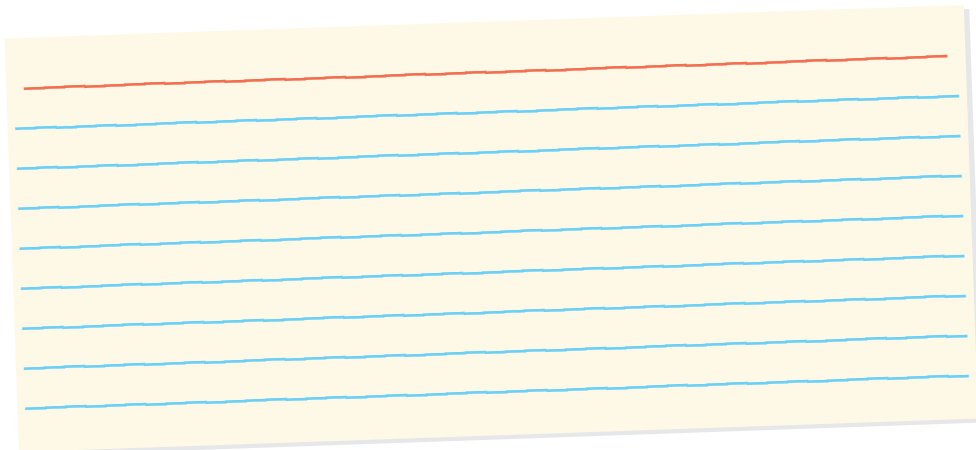
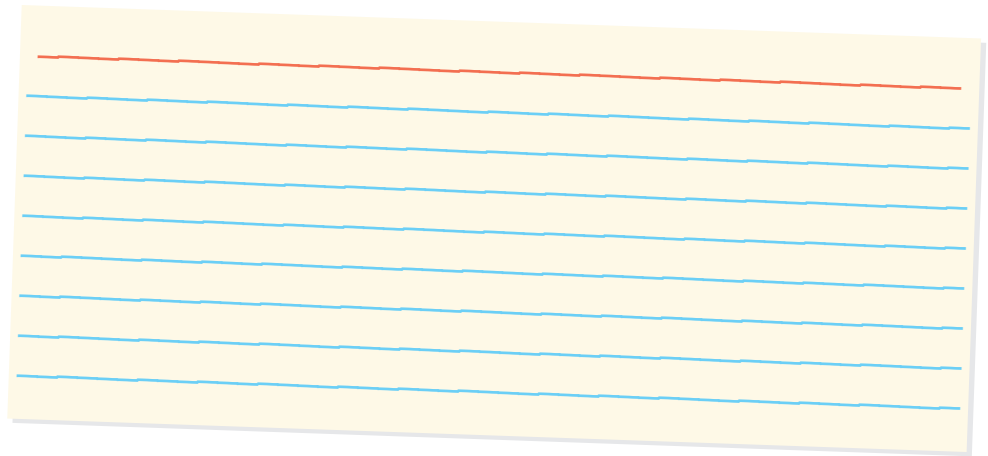
Benito's note card has three important parts. First, at the top he listed the subtopic. He knows that one part of his report will be about the Pacific coast, one region in Ecuador. He marks each note card with a specific subtopic. Labeling the cards in this way will make organizing them and writing his draft much easier.

Second, he wrote his notes. They are very brief. He included facts from the source as well as a quote he might want to use in his report. He might also want to write paraphrased ideas that he could use in his report.

Finally, he wrote the title of the source, the author's name, and the page numbers where the information came from. If he needs to go back and check a fact or get more information, he can do it easily.

Lesson 12 Taking Notes

Your assignment is to write a report, like Benito did, about how the land of a country affects its people. Find information about a country of your choice in a credible print or online source. Then, take some notes. Paraphrase information, or put it into your own words. Or, write quotations from the source that you might want to use in your report. Remember to put the author's words in quotation marks. Keep your notes brief, and write all the information about each source at the bottom of the card.



Lesson 13 Using an Outline

An **outline** is a way to organize information. If you are writing a report, writing an outline is an excellent step to take during your prewriting stage. After you collect information and take notes, you can outline the information to make sure you have everything you need.

Here is the outline Benito made after he completed his research on Ecuador.

Ecuador	
I. The Regions	
A. Pacific Coast	
1. typical tropical climate	
2. fertile	
3. rubber, sugar cane, bananas, oranges, coconut palms	
B. East	
1. tropical climate	
2. rain forests	
3. oil—important export since 1970s	
C. Andes Mountains	
1. two ranges run from north to south	
2. peaks to 20,000 feet	
2. snow on peaks all year	
3. fertile plateau between mountains	
a. support small farms	
b. support some population	

Benito started out with his big idea: The Regions. Indented under that idea are the three regions: Pacific Coast, East, and Mountains. Under each regional heading, then, Benito listed specific, supporting details. Note that this format is called a **topic outline**. The information is recorded in short words and phrases, not in complete sentences.

Lesson 13 Using an Outline

Look back at the note cards you created on page 81. Create part of an outline from those notes. Go back to the source if you need additional information. Remember, the format and the labels look like this:

I. Main Idea

A. Topic

I. Supporting detail

2. Supporting detail

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 14 Citing Sources

When writers quote an author or paraphrase his or her unique ideas, they must give a **citation** (or acknowledgment) of the source, including the author's name and the page number where the information was found. This can be done right in the text of a research report. This is called an *in-text citation*. Look at these examples from Abi's research report.

Quotation With Author's Name

According to Jameson, both women and African Americans "had to fight for their right to vote for many years" (83).

Because Abi uses the author's name in her sentence, she only needs to write the page number where readers can find the quotation at the end. Notice that the sentence's ending punctuation goes after the parentheses.

Quotation Without Author's Name

Both women and African Americans "had to fight for their right to vote for many years" (Jameson 83).

Since credit for the author is not given earlier in the sentence, Abi writes the author's last name inside the parentheses before the page number.

Paraphrase With Author's Name

Jameson points out that, for most of the history of our country, African Americans and women were unable to vote (83).

Because Abi used the author's name in her sentence, she only needs to write the page number where readers can find the information at the end. Again, the sentence's ending punctuation comes after the parentheses.

Paraphrase Without Author's Name

For most of the history of our country, African Americans and women were unable to vote (Jameson 83).

Since the author's name is not given earlier in the sentence, Abi writes the author's last name inside the parentheses before the page number.

Lesson 14 Citing Sources

Read the following passage from page 24 of *Roughing It* by Mark Twain.

Another night of alternate tranquility and turmoil. But morning came, by and by. It was another glad awakening to fresh breezes, vast expanses of level greensward, bright sunlight, an impressive solitude utterly without visible human beings or human habitations, and an atmosphere of such amazing magnifying properties that trees that seemed close at hand were more than three mile away. We resumed undress uniform, climbed a-top of the flying coach, dangled our legs over the side, shouted occasionally at our frantic mules, merely to see them lay their ears back and scamper faster, tied our hats on to keep our hair from blowing away, and leveled an outlook over the world-wide carpet about us for things new and strange to gaze at. Even at this day it thrills me through and through to think of the life, the gladness and the wild sense of freedom that used to make the blood dance in my veins on those fine overland mornings!

Use the author's name to introduce a quote and finish with an in-text citation.

Next, use the author's name when paraphrasing an idea and finish with an in-text citation.

Finally, quote or paraphrase, but do not mention the author's name in the sentence. Add an in-text citation.

Lesson 15 Works Cited

The last page of a research report is the bibliography, or **Works Cited** page. This is an alphabetic list of all the sources of information used for the report. The Works Cited page shows readers what sources you used. It shows complete information for each source referenced within in-text citations. It also shows your teacher that you used a variety of sources and made good choices.

Encyclopedia (print or online)

"Title of Article." Title of Encyclopedia. Edition. Year published. Medium of publication.

Example:

"Ecuador." Encyclopaedia Britannica. 15th edition. 2003. Print.

Book

Author last name, first name. Title of Book. Place of Publication: Publisher, date of publication. Medium of publication.

Example:

Mendoza, Carmen. Ecuador Today. Florida: Center for American Studies, 2010. Print.

Magazine article

Author last name, first name. "Title of Article." Title of Magazine. Day Month Year: page numbers of article. Medium of publication.

Example:

Coulon, Edouard. "South American Exports." Economy and Trade. 14 June 2011: 34–38. Print.

Web site

Author last name, first name (if given). "Title of Article or Page." Name of Web site. Day Month Year the page was published. Web. Day Month Year you visited the site.

Example:

"Beaches, Sunshine, Sport, and the Easy Life." Ministry of Tourism, Republic of Ecuador. 21 April 2005. Web. 3 March 2014.

Lesson 15 Works Cited

Now, create Works Cited entries of your own. Locate one source of each type. They don't all have to be about the same topic. What's important is that you practice using the format for each type of source.

Encyclopedia

Book

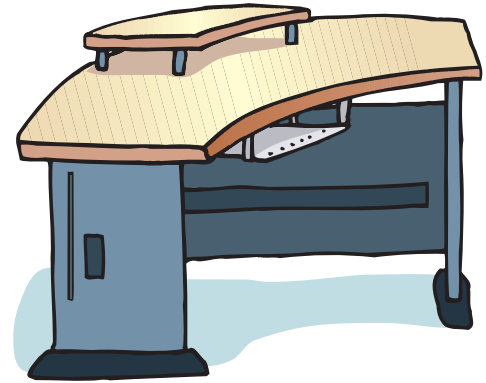
Magazine article

Web site

Lesson 16 Graphics and Visual Aids

What is a picture worth? If you're putting together a piece of furniture, a picture to go along with the instructions can make the difference between success and failure. Sometimes, words can only do so much. Then, you need a picture to help out. "Pictures" may take the form of drawings, photographs, maps, graphs, or diagrams.

Imagine writing out a bus schedule in paragraph form. Would you rather get your information from the paragraph on the left or the table on the right?



Bus 16A departs the depot at 6:24 a.m. Its first stop is at 6:28 a.m. at Bus Stop 21, at the corner of Lincoln Ave. and 4th St. Its second stop is at 6:31 a.m. at Bus Stop 27, in front of 347 Morgan Ave. Its third stop is at 6:37 a.m. at Bus stop 40, in the outlot at the Central Plaza Shopping Center.

Bus 16A		
Place	Destination	Time
Departure		6:24 a.m.
BS 21	Lincoln Av/4th	6:28 a.m.
BS 27	347 Morgan Av	6:31 a.m.
BS 40	Ctrl. Pl. Sh. Ctr.	6:37 a.m.

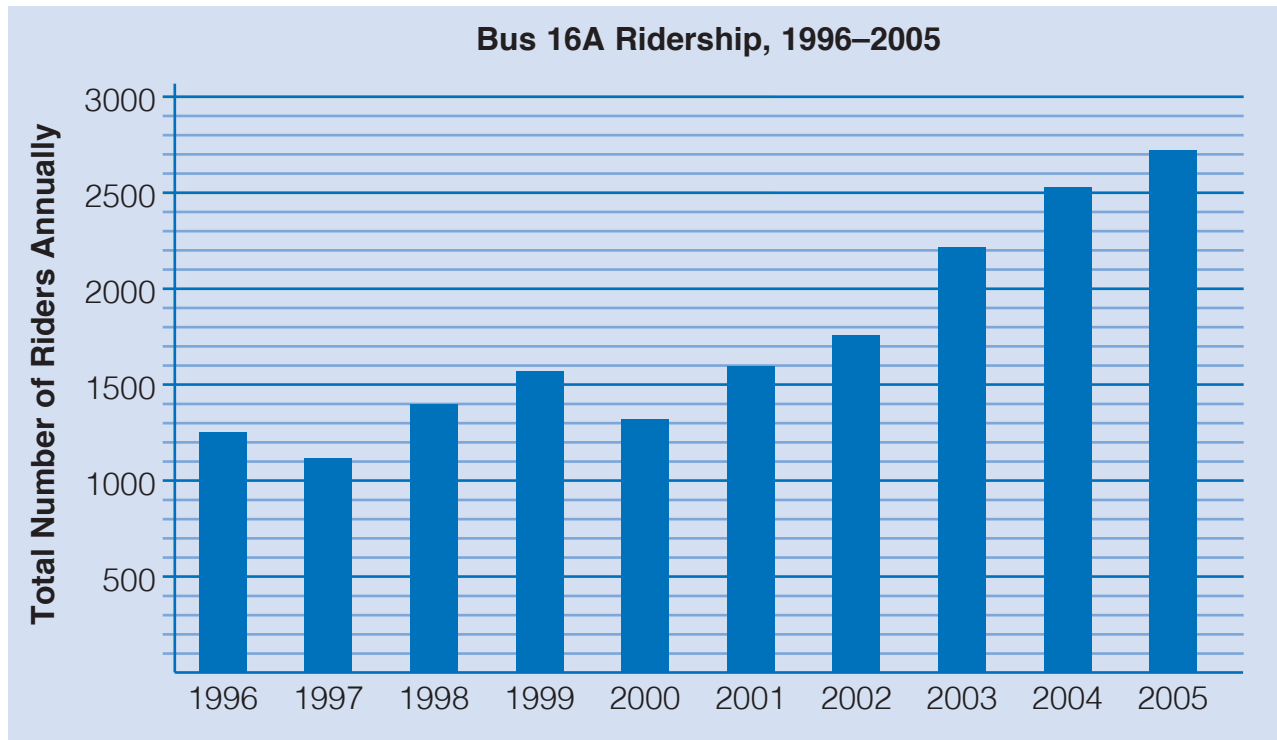
At each bus stop, a schedule indicates which buses stop there, at what time, and where the buses go. Use the information in the paragraph below to create a table that shows the schedule posted at Bus Stop 40.

At 6:37 a.m., Bus 16A stops, destined for Clayton College. At 6:48 a.m., Bus 2A stops, destined for all points north. At 7:01 a.m., Bus 44D stops, destined for College Mall. At 7:12 a.m., Bus 24C stops, destined for downtown. At 7:28 a.m., Bus 7A stops, destined for Clayton College.

Bus Stop 40		
Time	Bus #	Destination

Lesson 16 Graphics and Visual Aids

A table is just one way to show information in a visual way. Diagrams, bar graphs, circle graphs, and pictographs are also good tools. Here is a bar graph that shows how the number of bus riders on Bus 16A changed over time.



Now, create your own visual aid. Imagine that you are keeping track of the total number of students in your school. Perhaps you want to show how much each student in your class has contributed to a school fundraiser. Think about how you could show the information in a creative and meaningful way with a table or graph. Acquire or make up data, if necessary, and write it in the space below. Then, add your visual aid.

Data

Lesson 17 The Writing Process: Informational Writing

Writing a report is one way to show what you know. It is also a way to learn about a topic that interests you. Use the writing process to plan and write a report.

Prewrite

Look back at the topic ideas you recorded on page 75. Which one seems most interesting? Choose one and begin to explore that topic with the help of this chart.

Topic: _____

What I Know	What I Want to Know	How or Where I Might Find Out

If you are comfortable with this subject, conduct research and take notes. Remember to organize your notes by specific subtopic. Don't be surprised if your research leads you to ask more questions about your topic. Use those questions to help you conduct more research.

Lesson 17 The Writing Process: Informational Writing

Now, it is time to focus on putting ideas in order. Think about your topic. How should you organize the information? By cause and effect? By spatial order? By comparing and contrasting? Looking at and organizing your note cards might help you decide. List your main points or ideas, in order, on this page.

Subject: _____

Method of organization: _____

Lesson 17 The Writing Process: Informational Writing

Draft

Now, write a first draft of your report below or in a computer document. Continue on another sheet of paper if you need to. Refer to your notes and to your organizational chart. Include information from your sources. Use in-text citations where needed. Don't worry about getting everything perfect now. Just get your ideas down in sentences and paragraphs.

[illegible]

Lesson 17 The Writing Process: Informational Writing

Revise

Every writer can improve his or her work. Read your report as if you are seeing it for the first time. Remember, even experienced writers feel that revising is more difficult than writing the first draft.

Answer the questions below about your draft. If you answer “no” to any of these questions, those are the areas that might need improvement. Mark your draft, so you know what needs more work. Ask a friend to read your draft and answer the questions, too.

- Did you present information clearly and in a logical order?
- Does each paragraph consist of a main idea supported by facts?
- Did you use transition words to connect ideas?
- Did you use information from several different sources?
- Did you keep your audience in mind by asking yourself what they might already know or what they need to know?
- Did you use a formal style appropriate for your audience?
- Did you cite your sources and avoid plagiarizing?
- Did you write an introduction that previews what is to come?
- Did you write a good conclusion that reflects on the information you presented?

Here are a few pointers about making your report interesting to read.

- Vary the length of your sentences. Mixing short, medium, and long sentences keeps your readers interested.
- Vary the style of your sentences. Begin sentences with different kinds of words or clauses. For example, begin some sentences with verbs, some with phrases (such as “In a tropical rain forest,...”), and some with clauses (such as “To preserve rain forest land,...”).

Revise your draft on the next page of this book, or make changes to your computer document. Continue on another sheet of paper if you need to. As you revise, pay special attention to the length and style of your sentences.

Lesson 17 The Writing Process: Informational Writing

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 17 The Writing Process: Informational Writing







Proofread

Now is the time to correct those last mistakes. Proofreading is easier if you look for just one kind of error at a time. Read through once for capital letters. Read again for end punctuation. Read a third time for spelling, and so on. Use this checklist as you proofread your report. Ask a friend to read your writing and use the checklist, too.

- ____ Each sentence begins with a capital letter.
- ____ Each sentence states a complete thought and ends with the correct punctuation.
- ____ All proper nouns begin with capital letters.
- ____ All words are spelled correctly.

Use standard proofreading symbols as you proofread your revised report.

Remember to read your writing out loud during the proofreading stage. You may hear a mistake or an awkward spot that you did not see.

-  Capitalize this letter.
- Add a missing end mark:  ? !
- Add a comma  please.
- Fix incorrect or misspelled words. 
- ~~Delete~~  this word.
- Lowercase this  Letter.

Publish

Write a final copy of your report on separate sheets of paper, or make final changes to your computer document. Write or type carefully so there are no mistakes. Make a cover page for your report and include a Works Cited page. Add a visual aid to help readers understand the information. Then, share your report with others who will find it interesting. You may wish to ask your school librarian to display your report.

Lesson 1 Persuasive Writing

In persuasive writing, a writer tries to make readers think, feel, or act in a certain way. You may not be aware of it, but you see persuasive writing every day. Park benches and buses carry signs for restaurants, TV stations, and grocery stores. In your favorite magazine, you read the letters to the editor. In the school newspaper, a fellow student has written an article about the library. Here is an example of a persuasive article. The writer gives some information and states his opinion. He closes with a statement that invites his readers to take action.

A Message to Readers

By Daniel Murphy

Our school should rethink the library and its use. Any teacher will tell you how important reading is. And reading, of course, involves having access to books. The students at WRMS don't have that access. The library is not open before or after school, and there is not enough time between classes.

I think we could make some small adjustments to the daily schedule and create a 20-minute reading period at the start of each

day. Students would be responsible for having a book to read. And each student could have one library pass a week to use during the 20-minute period.

By choosing their own reading material, students are more likely to be motivated to read on their own. By making time for reading, the school sends the message that reading and books are important. I think that would be an excellent message for this school to send to students, parents, and the community.



Lesson 2 Facts and Opinions

Which of these sentences is a fact? Which is an opinion? If you're not sure, ask yourself these questions: Which statement could be proven true? That would be a **fact**. Which is a belief or a personal judgment? That would be an **opinion**.

Every middle school in the state has a library.

Libraries are the best sources for books and information.

Often, writers state both facts and opinions. That is okay, but both writers and readers must be able to tell the difference between the two. Also, even opinions should be backed up with facts. Look for facts and opinions as you reread Daniel's article.

A Message to Readers

By Daniel Murphy

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By choosing their own reading material, students are more likely to be motivated to read on their own. By making time for reading, the school sends the message that reading and books are important. I think that would be an excellent message for this school to send to students, parents, and the community.



Lesson 2 Facts and Opinions

Words such as *think*, *believe*, *should*, *must*, *never*, *always*, *like*, *hate*, *best*, and *worst* may signal that a statement is an opinion. Read Daniel's article again and circle any opinion words you find.

Write two facts from the article.

Write two opinions from the article.

One of Daniel's classmates has written her own opinion about the issue of reading and the school library. Read Juanita's paragraph. Watch for opinion signal words.

I think that we should take Daniel Murphy's idea even further. I know so many kids who don't really know what's in the library. They don't know how to find information when they have to do a school report. This school should offer a class on how to do research. There is so much information out there. We need to learn how to find it and use it.

Write one fact from Juanita's paragraph.

Circle any opinion words that you find in Juanita's paragraph. Then, write one opinion that Juanita states.

Now, state your own opinion about the library at your school. Is it well used or could access to it be improved?

Lesson 3 Emotional Appeals

How do persuasive writers get readers to think, feel, or act in a certain way? Often, they appeal to readers' emotions. When writers make an emotional appeal, they try to get at something about which readers feel strongly. For example, Mrs. Quinlan, the school librarian, thinks the library is being neglected. She included this statement in a letter to the editor.

If the school board wants a "better" library, they're going to have to pay for it. I try to maintain up-to-date equipment and resources for our students and teachers. I am doing so with the smallest budget I've had in my 20 years as a librarian. How a school system spends its money sends a message to the community. What is important to us?

Mrs. Quinlan knows that most people feel strongly about education and about their local schools and how tax dollars are spent. Though her statements are mostly opinions, rather than facts, they have a strong emotional appeal and may persuade some readers to believe as she does.

Many people have strong feelings about issues such as these:

justice	family	safety	education
money	home	security	conservation
injustice	crime	waste	violence

Think about what "makes you mad" or what makes you feel really good when you listen to the news or read newspaper or magazine articles. Name some issues about which you have strong feelings.

Lesson 3 Emotional Appeals

Dear Editor:

I have two kids in school, and I occasionally volunteer at the middle school. While there recently, I worked in a room across the hall from the library. The library looked like a dark cave. During the whole morning, I saw only two students go into the library.

At lunchtime, I wandered in. I saw a lone librarian sitting at the main desk, and one student working on the computer in the corner. The librarian was reviewing book catalogs but said she had no budget to acquire new books for the rest of this school year. When I asked why it was so dark, she said that there were electrical problems, but the school had put off fixing the area because it was “nonessential.”

I am outraged. How can our children learn if they don't have a library? How can they prepare for high school if they don't learn how to do research? The school system is sending the message that books are not important. Is that the message we really want to send?

T. Tavenor

Read the letter to the editor at left. What kind of emotional appeal does the writer make? Explain the emotional appeal in T. Tavenor's letter to the editor.

Write a letter to the editor in response to T. Tavenor's letter. Write in support of her opinion, or indicate why you disagree with her, and tell why. Remember to consider your audience. What kind of emotional appeal might make people agree with you?

Dear Editor:

[illegible]

Lesson 4 Advertising

Advertising copywriters rely heavily on emotional appeals to win over, or persuade, consumers. Advertisers know that people have strong feelings about wanting to feel good, to fit in, and to have fun. Advertisements constantly send messages that writers think people want to hear.



Look at the Grandma Renata's logo. Why does the ad include the phrase "Your Family Restaurant"?

What message does the Cheer! slogan send?

For advertising copywriters, thinking about audience is especially important. Perhaps the most often-asked questions are these: Who might buy this product? What kind of message can persuade them to buy?

Imagine you are writing an advertisement for a new action movie that is coming out this summer. Who is your audience?

To what strong feelings do you need to appeal to get this audience to see your movie?

Lesson 4 Advertising

You are an advertising copywriter. Think up a slogan for a new music group. First, think about who the audience is. About what kinds of issues might they have strong feelings? In your slogan, make an emotional appeal.

Your next assignment is to create a slogan for a new mall. Remember your audience and make an emotional appeal.

Finally, make up a slogan for your state. (If your state already has a slogan, make up a new one.) The slogan should make residents feel proud of their state and should make other people want to visit.

Images can make emotional appeals, as well, and most advertisements use a combination of words and images to persuade you to buy a product. Look back at the slogans you created. Choose your favorite and create an image to accompany it. Your slogan and image should work together to make a strong emotional appeal. Create your ad in this space.

Lesson 5 Facts, Opinions, and Bias

You already know what facts and opinions are. Facts can be proven to be true. Opinions are judgments that people make. What about bias?

Bias is an unfair “slant” that a writer gives to a topic. Some writers may do it by accident. Perhaps they have such strong views that they don’t realize they are presenting only one point of view or only a portion of the facts. Other writers bias their work on purpose to present their own views and to persuade others to believe as they do.



Can you find the bias—the unfair slant—in this part of a report on a debate between two candidates for mayor?

An enthusiastic crowd greeted Mr. Sam Walker and Brian O'Connor, our two candidates for mayor, at the start of the debate. Mr. Walker acknowledged his supporters, while O'Connor took his seat on stage. Mr. Walker energetically addressed each question that came his way. O'Connor took a more low-key approach as he answered questions calmly. Predictably, the questions focused on the economy and local development issues. Mr. Walker, with his background in both accounting and real estate, was well suited to handle these topics. O'Connor has a legal background.

The writer refers to one candidate, very respectfully, as “Mr. Walker.” The other candidate, for whatever reason, does not get that same respect. Walker is described as “energetic,” and O'Connor is only “calm.” Finally, the writer provides one piece of information about the background of each candidate and implies that one man is perfectly suited to the job, while the other is not.

How could this writer have avoided bias? Consider these possibilities: He could have referred to both candidates by only their last names. He could have given equal coverage. For example, it is likely that both candidates acknowledged their supporters, so that is what should be reported. The report comments on how the candidates answered questions (energetically and calmly), but does not report on the content of the candidates’ answers. How can voters judge? Can you think of other changes that would remove bias from the report?

Lesson 6 Letter of Complaint

A **business letter** is a letter written to a company, organization, or person you do not know. In a letter of complaint, the writer usually expresses a complaint, then asks the recipient to do something. It is important to be very clear about the action the recipient should take. Read this letter of complaint. Notice its six parts.

The **heading** includes the sender's address and the date.

2763 Turner Street
Randolph, WI 53956
February 19, 2015

The **inside address** is the name and address of the recipient.

Falcon Electronics
731 Industry Way
Greenwood, SC 29647

A colon follows the **greeting**.

Dear Falcon Electronics:

The text of the letter is the **body**.

I am returning the Falcon CD changer, Model 67F, that I purchased one month ago. The unit is not functioning correctly. When multiple CDs are loaded, the "Random Play" function does not work.

A comma follows the **closing**.


According to your product guarantee, I have the right to choose whether you repair or replace this unit. I would prefer that you replace this unit with the same or a similar model.

The sender always includes a **signature**.

Cordially,
Terri Jansen
Terri Jansen

Lesson 6 Letter of Complaint

Imagine you recently purchased something that doesn't work right or is flawed in some way. Write a letter of complaint to the company. Be sure to make a reasonable, clear request at the end so the recipient knows what action you expect. Remember to include the six parts of a business letter.



Lesson 7 Identifying and Making a Claim

A **claim** is a central argument. Authors make claims when they give the main idea of an essay, book, or other piece of writing. Claims are opinions, not facts. Sometimes an author's claim is clearly stated, and other times it must be inferred. Writers may argue that a famous leader from history has been misunderstood, that one type of diet or exercise is better than others, or that humans should make return visits to the moon. The author's job is to persuade you to agree with her or his claim. In order to be convincing, claims must be supported with good evidence, including reasons, facts, and examples.

Read the following passage that Tyler wrote for his school newspaper's editorial page. In it, he makes the claim that students' access to the Internet is overly restricted.

Aggressive Internet filters on computers at Harrison Middle School are an obstacle to students' education. When responsible students enter useful search terms such as *teen relationships*, *movie reviews*, or *social media use* into these computers, all too often a plain blue screen appears with the familiar words "Restricted Student Access. Try another search." These students are not surfing the Internet for fun at school. Most are simply trying to research facts about interesting contemporary topics for a school paper or project. Many legitimate educational Web sites are blocked by our school's filter. For example, the Web site *Global Issues for Today's Teens* is blocked. How will students learn to be good digital citizens and to think critically about different types of information if they cannot access a wide variety of sources at school? The American Association of School Librarians seems to agree. They have established one day a year as *Banned Web Sites Awareness Day*.

In this editorial, Tyler makes an explicit claim: *Aggressive Internet filters on computers at Harrison Middle School are an obstacle to students' education.*

To support his claim, Tyler uses language that has an emotional appeal. For example, he describes students as "responsible," search terms such as *teen relationships* as "useful," and restricted Web sites as "legitimate."

Tyler also gives several reasons to support his main argument. For example, he argues that students are unable to do research for school projects and that wider use of the Internet at school would help them learn to be good digital citizens.

Finally, Tyler includes several specific examples and facts to support his claim. He provides example search terms, the title of a blocked Web site, and information about the American Association of School Librarians.

Do you agree with Tyler's claim? Did he provide enough evidence to support it? Why or why not?

Lesson 7 Identifying and Making a Claim

When you make a claim and write an argument, it is important to think about your audience. It is likely that at least part of your audience will disagree with your claim. When you plan your writing, think about reasons why readers may disagree with you. Then, think about how you can respond to these reasons in your writing. In persuasive writing, it can be an effective technique to acknowledge opposing arguments before arguing against them. For example, Tyler might include the following sentences in his editorial.

School administrators may believe that middle school students cannot be trusted. They might think that we are not old enough to use good judgment about the kinds of Web sites that are appropriate to view at school. However, how will they know if they don't let us try? Most students at our school are responsible. Give us the tools we need to learn and some reasonable rules to follow and we may surprise you.

Think of two arguments that a specific audience, such as parents or teachers, might make to disagree with Tyler's claim. Write them below. For each argument, jot some ideas for a counterargument.

1. _____

2. _____

Now, think of an issue at school that you care about. It could be cheating, testing, the length of the school day, the arts at school, bullying, or something else. Below, write a paragraph that makes a strong claim about the issue. Support the claim with emotional appeals, reasons, examples, and facts. Acknowledge opposing arguments and counter them.

Lesson 8 Writing About Literature

It can be fun and interesting to make arguments about stories. Think about one of your favorite movies. One reason you probably like it so much is that it raises questions in your mind. Are specific characters good or evil? Does the main character make the right choice at a critical time? Will the characters live happily ever after, or are they likely to have more problems?

It is the same with works of literature. Good books make us think. In *The Giver*, by Lois Lowry, the society where Jonas lives creates a more perfect world by eliminating choices and feelings. Jonas's job as the receiver questions this way of living. His story makes readers wonder whether a life with suffering and pain is more real and enjoyable than one without. A reader could write an argument to support one position or the other. Here are two claims that a reader could make about *The Giver*. Draw a star beside the one you would choose to write about.

___ Before he became the receiver, Jonas did not know how unhappy he was in his old life.

___ Becoming the receiver ruined Jonas's orderly, happy life.

Writing an argument about literature is the same as other types of persuasive writing. The writer must make a strong claim about the book or story. He or she should support the claim with the following types of evidence.

- Ideas, reasons, and conclusions drawn from the story
- Emotional appeals about the story
- Specific examples and facts from the text (page numbers for these may be included in in-text citations as explained on page 84)

Read the following argument about the story "The Little Red Hen." Does it provide good evidence to support its claim?

The little red hen is selfish and undeserving of her many friends. It is true that the hen does the majority of the work involved in bread-making: planting seeds, gathering wheat, milling wheat into flour, kneading the dough, and baking the bread. For each task, she invites her friends to help and they politely decline. For example, the hen asks the other animals, "Who will help me cut the wheat?" and they each answer, "Not I" (Tanner, 3). However, the story does not explain why the other animals are busy. Perhaps they have other jobs to do to help the community. The hen should be grateful that she has the time and resources needed to make bread. She should be happy to share her bread with other members of her community.

Lesson 8 Writing About Literature

Think of several books or stories you have read. Write their titles on the lines below.

_____	_____
_____	_____
_____	_____

You will write a paragraph that makes a claim about a story you have read. Circle the title of the book above that you will write about. Or, write about *The Giver*.

What claim will you make about the book? It could be about the story's characters, themes, or importance to real life. Write your claim below.

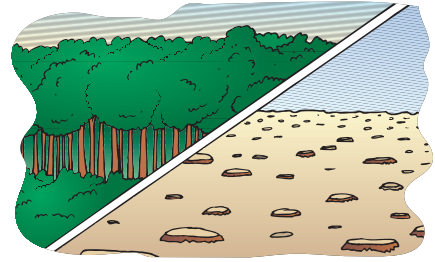
What evidence will you use to support your claim? Skim through the book. Find examples and facts. Fill in the chart below with evidence you find.

Page Number	Evidence

On the lines below, write an argument to support your claim. Use persuasive techniques you have learned including making emotional appeals and acknowledging and refuting counterarguments. Make sure to support your claim with strong evidence from the book.

Lesson 9 Writing About Problems and Solutions

One way to organize persuasive writing is by problem and solution. Using this strategy, a writer identifies a problem, gives facts about possible solutions for the problems, and gives an opinion about which solution is best. While Benito studied Ecuador for his geography class, he learned about the problem of rain forest deforestation. For science class, he is planning to write about deforestation. Here is the problem-solution chart Benito made as part of his prewriting stage.



Problem:

Rain forests are being cut down and/or burned to create cropland.



Possible solutions:

1. Make laws against destroying rain forests
Enforce strong penalties
2. Create incentives for farmers to grow plants that grow in shade
Educate farmers about shade-loving crops
Pay farmers to grow shade-loving crops
3. Educate people about importance of rain forest
Conservation
Global warming
Habitat to birds and animals



Recommended solution:

Educate people about the importance of the rain forest and provide incentives to prevent them from cutting and burning rain forest land.

When Benito writes his argument, he will state the problem with deforestation. Then, he will explore possible solutions, giving facts and evidence to support each one. Finally, he will make a convincing argument that persuades the reader to agree with his opinion about which solution is the best one.

Lesson 9 Writing About Problems and Solutions

Think of a topic that interests you. It might be an environmental issue, such as deforestation. Or, it could be a local issue, such as a new housing project or a curfew law. Complete the problem-solution chart on this page.

Problem:



Possible solutions:



Recommended solution:

Lesson 10 Order of Importance

When you write to persuade, a good strategy is to use order of importance.

Remember, when writers write to persuade, they try to make their readers think or act in a certain way. As you persuade, save your most important ideas—your strongest arguments—for last. Build ideas from least important to most important.

Here is part of a letter that Meng wrote to his principal. Notice the reasons he gives for getting involved with the charity project.

To prepare children for reading, the Literacy Board will distribute books to youngsters as young as 1 year old. The Literacy Board is a non-profit organization and needs our help for this important project. For every dollar our school contributes to “Ready to Read,” the Board will distribute four books. Providing books to families with young children will encourage parents to read with their children. Children who are read to at home are far more likely to be ready to read when they enter kindergarten. Studies show that students who enter school ready to read are likely to have more successful school careers than students who are not “reading ready” upon kindergarten entry.



Meng gave several reasons why students at his school should contribute to this particular project. Number them in the paragraph. Then, underline the most important reason.

Lesson 10 Order of Importance

What project should your school raise money for? Think of a worthy cause. Then, write a letter to your teacher or principal. Try to persuade the person that your idea is a good one. Ask yourself this: What will make this person want to support my idea?

Before you begin drafting your letter, write your reasons here. Then, number them in the order in which you will use them in your letter. Save the strongest argument, or the most important reason, for last.

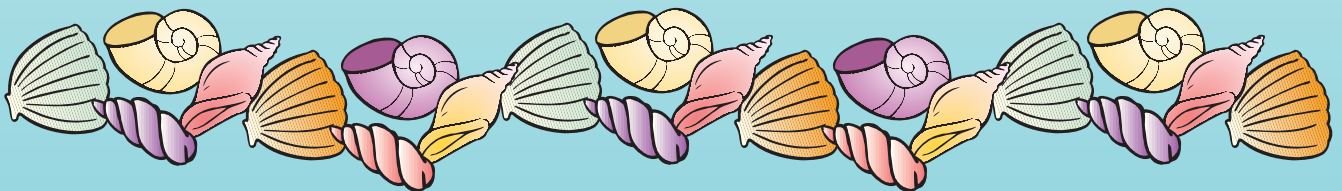
Reason: _____

Reason: _____

Reason: _____

Reason: _____

Dear _____,



Lesson 11 The Writing Process: Persuasive Article

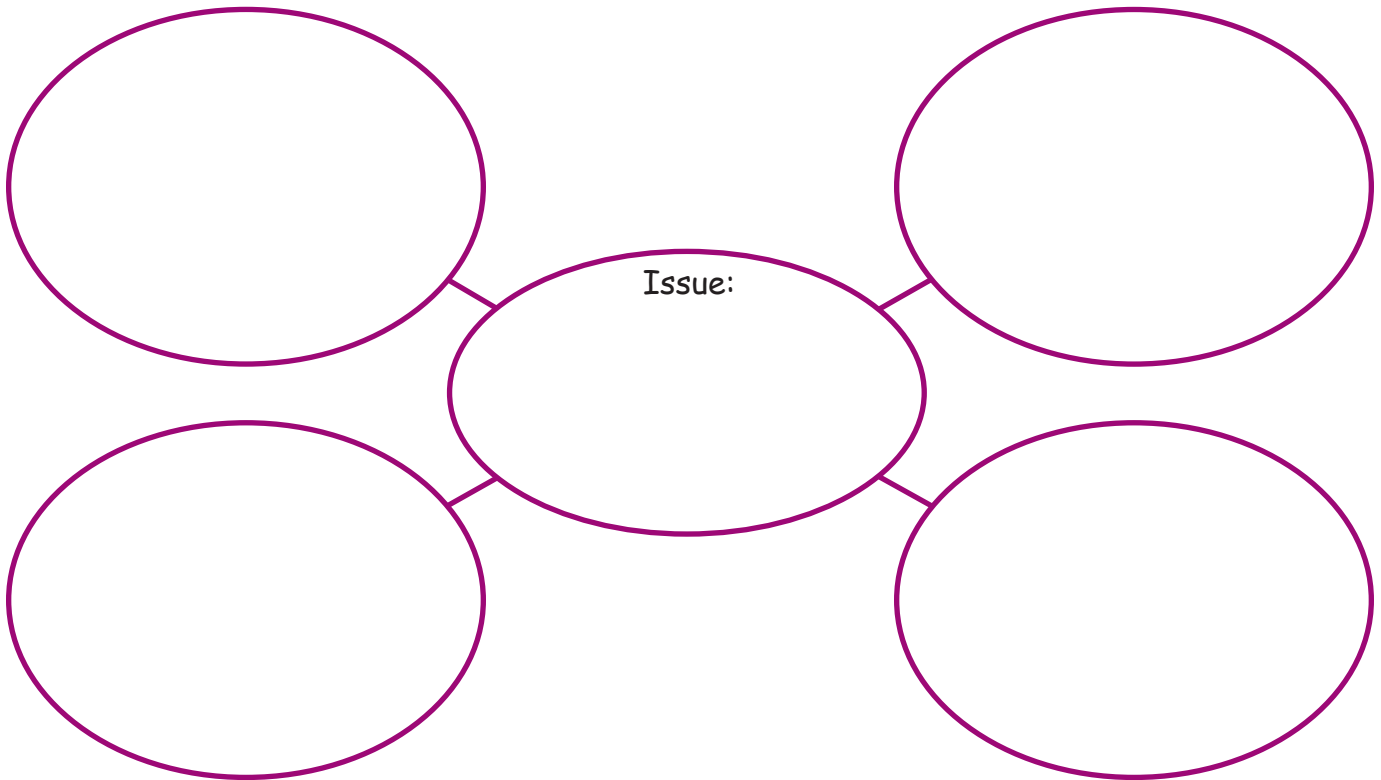
What would you like to change about your school? Your neighborhood? Your town? Can you persuade others to agree with you? Use the writing process to plan and write a persuasive article.

Prewrite

Think of issues about which you feel strongly. What would you like to change? How would you like to change it? You will be making a claim about something that should change. Make notes here about some things you would like to change.

Now, think about these issues for a few minutes. About which one do you feel most strongly? Choose the issue you will write about.

Use this idea web to collect your reasons for seeking change. Think about why you are unsatisfied. You may state opinions, but you must also give reasons or facts. Also, consider what action you expect readers to take. Add more ovals to the idea web if you need to. Use books, articles, and Web sites to find facts.



Lesson 11 The Writing Process: Persuasive Article

Now, it is time to organize the points you will make in your persuasive article. What is your strongest argument? Save that one for last. Write your important reasons or points in order in these boxes.

Lesson 11

The Writing Process: Persuasive Article

Draft

Write a first draft of your article on this page or in a computer document. Refer to your chart from page 117 as you write. Use in-text citations, if needed, to give credit for facts and evidence from your sources. Don't worry about getting everything right. Just get your ideas down in sentences and in order.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 11 The Writing Process: Persuasive Article

Revise

Even the most experienced writers look over their work and make changes. Reread your own work slowly and carefully. Then, answer the questions below about your draft. If you answer “no” to any of these questions, those are the areas that might need improvement. Feel free to make marks on your draft, so you know what needs more work. Ask a friend to read your draft and answer the questions, too.

- Did you state your claim clearly?
- Did you give strong reasons and evidence to support your claim?
- Did you organize those reasons in a logical order, such as least important to most important?
- Did you clearly state what you want readers to think or do?
- Did you use credible resources for your evidence?
- Is your style formal and appropriate for your audience?
- Did you remember to include a good conclusion?

When writing an argument, anticipate what opposing claims your audience may have. Ask yourself these questions.

- What opinions does my audience already hold about this issue?
- What opposing claims may they make?
- How can I acknowledge and address those opposing claims in my argument?

As you revise, read your work out loud. Hearing the words might allow you to catch awkward sentences or ideas that don’t flow smoothly.

Lesson 11 The Writing Process: Persuasive Article

Write your revised article here or make changes to your computer document. As you revise, remember to keep your audience in mind.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.







Lesson 11 The Writing Process: Persuasive Article

Proofread

Now is the time to correct those last little mistakes. You will be a better proofreader if you look for just one kind of error at a time. So, look for capital letters first, then look for end punctuation, then for spelling, and so on. Here is a checklist to use as you proofread your revised article. Ask a friend to read your writing and use the checklist, too.

- ___ Each sentence begins with a capital letter.
- ___ Each sentence ends with the correct punctuation (period, question mark, or exclamation point).
- ___ Each sentence states a complete thought.
- ___ All words are spelled correctly. (If you're not sure, check a dictionary.)

Use these symbols as you proofread your article. Remember to read your writing out loud, just as you did at the revising stage. You may hear mistakes or rough spots that you did not catch when you reread your work.

-  Capitalize this letter.
- Write in a missing end mark like this:  ? !
- Insert a comma  please.
- Fix incorrect or misspelled words  like this.
-  Delete this word.
- Lowercase this  letter.

Publish

Write a final copy of your article on separate sheets of paper or make final changes to your computer document. Write or type carefully so there are no mistakes. Share your finished article with people who have the power to make the change you recommend. You may want to mail or e-mail it to your school or local newspaper.

Writer's Handbook

Parts of Speech

A **noun** is a word that names a person, place, or thing. Common nouns name general things. Proper nouns name specific things and always begin with a capital letter.

Common Nouns

officer
racehorse
park
store

Proper Nouns

Sergeant Rhimes
Seattle Slew
Yellowstone National Park
Becker Hardware

A **verb** is an action word. Verbs also show a state of being. Every complete sentence has at least one verb. Verbs show action in the past, in the present, and in the future.

Last week, my team *lost*.
I was sad about the loss.
Today, my team *plays* against Sutherland.
Next week, we *will play* at Hinton.

An **adjective** modifies, or describes, a noun or pronoun. Adjectives tell *what kind*, *how much* or *how many*, or *which one*.

The *brick* building is the Community Center. (*what kind*)
It has *two* entrances. (*how many*)
I usually use *this* entrance. (*which one*)

An **adverb** modifies a verb, an adjective, or another adverb. Adverbs tell *how*, *when*, *where*, or *to what degree*.

We planned the parade *carefully*. (*how*)
We chose the date *already*. (*when*)
The parade route will go *there*. (*where*)
We are *completely* prepared. (*to what degree*)

Writer's Handbook

Punctuation

End marks on sentences show whether a sentence is a statement, a command, a question, or an exclamation.

This sentence makes a statement.

Make your bed, please.

Why might you want to ask a question?

I can't believe how excited you are!

Commas help keep ideas clear.

In a list or series: The parade had floats, bands, and old cars.

In a compound sentence: I waved at my dad, but I'm not sure he saw me.

After an introductory phrase or clause: After the parade, we all had ice cream.

To separate a speech tag: I said to Dad, "Did you see me?"

Quotation marks show the exact words that a speaker says. They enclose the speaker's words and the punctuation that goes with the words.

"Sure, I saw you," Dad said. "How could I have missed that red hat?"

"That's exactly why I wore it," I said.

Colons are used to introduce a series, to set off a clause, for emphasis, in time, and in business letter greetings.

My favorite vegetables include the following: *broccoli, red peppers, and spinach.*
(series)

The radio announcer said: "*The game is postponed due to rain.*" (clause)

The skiers expected the worst as they got off the mountain: *an avalanche.*
(emphasis)



Writer's Handbook

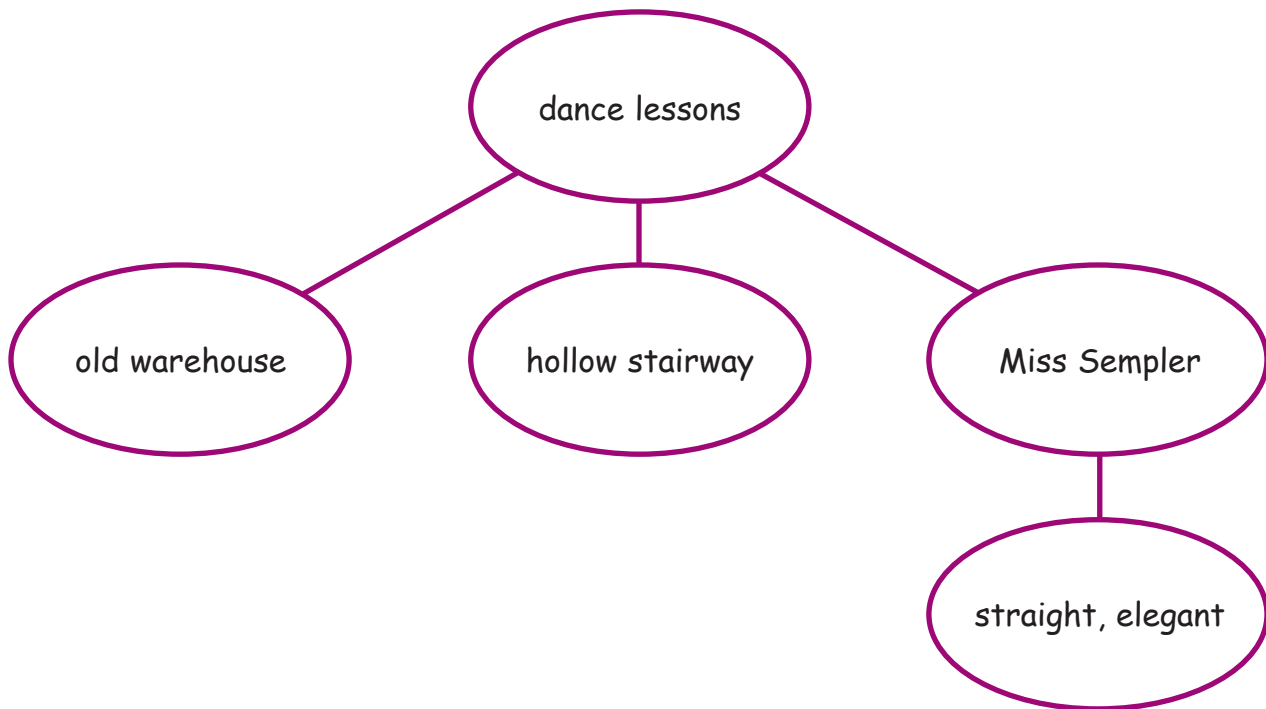
The Writing Process

When writers write, they take certain steps. Those steps make up the writing process.

Step 1: Prewrite

First, writers choose a topic. Then, they collect and organize ideas or information. They might write their ideas in a list. They might also make a chart and begin to put their ideas in some kind of order.

Tomika is going to write about her dance lessons. She put her ideas in a web.



Step 2: Draft

Next, writers put their ideas on paper in a first draft. Writers know that there might be mistakes in this first draft. That's okay. Here is Tomika's first draft.

Every Wednesday after school I eagerly climb the hollow stairway of the old Benson's Warehouse building I am glad to go dance lessons, even if they are in an old warehouse. Miss Sempler always greets the other students and me. She is so straight and elegant. She says we sound like a heard of hippos coming up the stairs. I try to go up the stairs with my head high and my shoulders back, just like miss Sempler would.

Writer's Handbook

Step 3: Revise

Then, writers change or fix their first draft. They might decide to move ideas around or to add information. They might also take out words or sentences that don't belong. Here are Tomika's changes.

Every Wednesday after school I eagerly climb the hollow ^{echoing} stairway of the old Benson's Warehouse building I am glad to go ^{to} dance lessons, even if they are in an old warehouse. Miss Sempler always greets the other students and me ^{at the top of the stairs}. She is so straight and elegant. She says we sound like a heard of hippos coming up the stairs. I try to go up the stairs with my head high and my shoulders back, just like miss Sempler would. ~~I almost feel like a dancer even before I get to class.~~

Step 4: Proofread

Writers usually write a new copy so their writing is neat. Then, they read again to make sure everything is correct. They read for mistakes in their sentences. Tomika found several more mistakes when she proofread her work.

Every Wednesday after school, I eagerly climb the hollow, echoing stairway of the old Benson's Warehouse building. I am glad to go to dance lessons, even if they are in an old warehouse. Miss Sempler always greets the other students and me at the top of the stairs. She is so straight and elegant. She says we sound like a heard of hippos coming up the stairs. I try to go up the stairs with my head high and my shoulders back, just like miss Sempler would. I almost feel like a dancer even before I get to class.

Step 5: Publish

Finally, writers make a final copy that has no mistakes. They are now ready to share their writing with a reader. They might choose to read their writing out loud. They can also add pictures and create a book. There are many ways for writers to publish, or to share, their work with readers.

Writer's Handbook

Personal Narrative

In a personal narrative, a writer writes about something he has done or seen. A personal narrative can be about anything, as long as the writer is telling about one of his or her own experiences. Here is the final version of Tomika's paragraph about dance lessons.

Words that tell time indicate when something happens.

Describing words and figurative language help readers "see" or "hear" what is happening.

Every Wednesday after school, I eagerly climb the hollow, echoing stairway of the old Benson's Warehouse building. I am glad to go to dance lessons, even if they are in an old warehouse. Miss Sempler always greets the other students and me at the top of the stairs. She is so straight and elegant. She says we sound like a herd of hippos coming up the stairs. I try to go up the stairs with my head high and my shoulders back, just like Miss Sempler would. I almost feel like a dancer even before I get to class.

The words *I* and *me* show that the writer is part of the action.

The writer stayed on topic. All of the sentences give information about Tomika's dance lesson.

Descriptive Writing

When writers describe, they might tell about an object, a place, or an event. They use sensory words so that readers can see, hear, smell, feel, or taste whatever is being described. In this example of descriptive writing, Brad described the results of his science experiment.

The writer uses the whole-to-whole comparison method. He describes one plant in this paragraph, and the other plant in the next paragraph.

Daisy plant A was my control plant. It received the same amount of water as plant B, but it received no Epsom salts. Plant A has 9 leaves and is 12.5 inches tall. Its leaves are bright green, and it has a healthy appearance.

Daisy plant B received two doses of Epsom salts. The first dose was administered just as the first leaves appeared, and the second was administered one week later. Plant B has 14 leaves and is 14 inches tall. This plant also has 2 flower buds. The leaves are a deep green, and the plant is fuller and has a more pleasing appearance than does daisy plant A.

Sensory details help readers visualize the scene.

The writer gives information in the same order in each paragraph.

Writer's Handbook

Fiction Stories

Writers write about made-up things. They might write about people or animals. The story might seem real, or it might seem unreal, or fantastic. Here is a story that Jason wrote. It has human characters, and the events could really happen, so Jason's story is realistic.

The story has a beginning, a middle, and an end.

Bitter Victory

Coach had put Neil out on the field. He hadn't played all season. Neil suspected that Coach felt sorry for him, but he was glad to be in the game. Not that he figured anything would actually happen. But then, there was the ball. A Hampton player had fumbled it, and fumbled it badly. It was skittering crazily across the chewed-up grass. Now, it was coming right at him.

Neil picked up the ball and looked frantically all around him. There was a lot of confusion. Without his realizing it, Neil's feet were moving. No one was taking much notice. He crouched down a little to hide the ball tucked under his arm. He made his feet go faster and headed for the end zone. He gritted his teeth, expecting to get clobbered. Forty...thirty...twenty...ten...Whumpf!

A Hampton player caught him at the last moment. The impact sent Neil careening forward. He stumbled over the line completely out of control. A sting in his ankle was quickly forgotten; Neil tasted dirt and grass as he rolled and finally came to a stop. Grinning at his approaching teammates, Neil yelled, "We won! We won!"

Neil's teammates were all yelling at him, but not about winning the game. Neil looked down at his ankle, which was bent at a nauseating angle. A blur of noises and movements occurred as Neil was loaded onto a stretcher and carried off. What he remembered, though, was the scoreboard, and the fact that the crowd went wild, just like in the movies.

The first paragraph establishes the setting.

This story is written in third-person point of view. The narrator is not a part of the action. So, words such as *he*, *she*, *her*, *him*, and *they* refer to the characters.

Sensory words help readers visualize what is happening.

Time and order words keep ideas clear.

Informational Writing

When writers write to inform, they present information about a topic. Informational writing is nonfiction. It is not made up; it contains facts.

Here is a paragraph from a report about the Olympics.

The writer states the main idea in a topic sentence. It is the first sentence of the paragraph.

The Olympics

The tradition of the Olympics is a long and honorable one. The first Olympics were played in Greece more than 2,500 years ago. The initial contest was held in 776 B.C. There was just one event—a footrace. Later, the Greeks added boxing, wrestling, chariot racing, and the pentathlon. The ancient Games were held every four years for more than a thousand years.

These sentences contain details that support the main idea.

A time-order word connects ideas.

Writer's Handbook

Explanatory (or How-to) Writing

When writers explain how to do things, they might tell how to make a craft, play a computer game, or use a cell phone. Tony has written instructions for Jenna, who is going to take care of Tony's hamster while he is on vacation.

The first sentence summarizes the care instructions.

Order words help readers keep the steps in order.

Each day when you come, there are three things to do. First check Heidi's water to make sure the bottle hasn't fallen out of place. Then fill her food dish. Her food is in the green bag next to the cage. Finally play with Heidi. She would love to snuggle in your neck and maybe crawl down your sleeve.

Clear words help readers understand the instructions.

Persuasive Writing

In persuasive writing, writers try to make readers think, feel, or act in a certain way. Persuasive writing shows up in newspaper and magazine articles, letters to the editor, business letters, and, of course, advertisements. Trina has written a letter to the editor of her school newsletter.

The writer begins by stating her opinion.

The writer uses an emotional appeal to persuade readers to agree with her.

Dear Editor:

The locker bay is a mess. So many of the lockers are old, scratched, and dented. Some of them don't even close properly.

How can we be proud of our school when the locker room is falling apart? More importantly, the worn-out lockers seem to encourage students to mistreat them even further. Someone needs to repair or replace the lockers so that we can feel good about our school.

Trina Hardesty

The writer states facts to lend support to her opinions.

The writer includes a specific request for action.

Writer's Handbook

Business Letters

Writers write business letters to people or organizations with whom they are not familiar. Business letters usually involve a complaint or a request for information. Mariko needs information for a school report. She wrote a business letter to request information.

The heading includes the sender's address and the date.

8213 Rivera Boulevard
Fredericksburg, TX 78624
March 4, 2015

The inside address is the complete name and address of the recipient.

Dr. Olivia Lamas, DVM
Lamas Animal Clinic
944 Curry Lane
Fredericksburg, TX 78624

The text of the letter is the body.

Dear Dr. Lamas:

A colon follows the greeting.

My class is exploring careers this month. I would like to learn about being a veterinarian. Is there a time when I can visit your office? I have many questions, and I would like to watch you work with the animals.

Please call my teacher, Ms. Zapata, to set up a time that is convenient for you. The school's phone number is 830-555-0021.

Thank you for your help, and I look forward to meeting you.

The sender always includes a signature.

Sincerely,
Mariko Campillo
Mariko Campillo

A comma follows the closing.

Answer Key

Introduction

Lesson 1

Page 6

Order of steps shown:

Step 2: Draft

Step 5: Publish

Step 3: Revise

Step 1: Prewrite

Step 4: Proofread

Lesson 2

Page 7

Yes, because Mrs. Prescott used words that adults would understand. She also provided information that parents would want to know.

Page 8

Suggestions may include the time of the field trip, how children will be transported, who will be supervising, how children should dress, whether parents are invited or allowed to attend, whether children need a sack lunch, and so on. Information sheets for students will vary.

Lesson 3

Page 9

Topic sentence: The bluebirds playing in my yard are a lovely sight.

Possible details:

Their bright feathers easily catch my eye.

They appear in groups of two or three.

They move about in a lively way. The little chitter almost sounds like laughter.

Page 10

Possible main idea: Birds can be annoying. Paragraphs will vary.

Lesson 4

Page 11

Underlined topic sentence: When I was a kid, I especially loved stories that had animals as characters.

Crossed-out sentence: The mice in our attic sometimes make noise at night.

Paragraphs will vary.

Lesson 5

Page 12

Details will vary.

Paragraphs will vary.

Page 13

Revised, proofread, and rewritten paragraphs will vary.

Lesson 6

Page 15

Students should notice that the paragraph that uses passive voice is longer than the paragraph that uses active voice.

Nick was watching the storm.

X The sky was lit up by lightning.

X The yard was littered with branches.

Pete was amazed.

Sentences will vary.

Chapter 1

Lesson 1

Page 16

Possible details:

See: groceries on one side, neon signs hang from the ceiling, yellow wastebasket, tall glass

Hear: whining, whirring, back-up beeps

Smell: spicy scent

Touch: tall, cold glass

Taste: grilled chicken, sweet iced tea

Page 17

Details and paragraphs will vary.

Answer Key

Lesson 2

Page 18

Details and paragraphs will vary.

Page 19

Details and paragraphs will vary.

Lesson 3

Page 20

Topic ideas will vary.

Entries in idea webs will vary.

Page 21

Methods of organization and paragraphs will vary.

Page 22

Revisions will vary.

Page 23

Published descriptive paragraphs will vary.

Lesson 4

Page 25

Responses to idea-starters will vary.

Lesson 5

Page 26

Time words and phrases will vary.

Sentences will vary.

Page 27

Circled words in paragraph: After, after,
So

Paragraphs will vary.

Lesson 6

Page 28

Ideas and idea webs will vary.

Page 29

Entries in sequence charts will vary.

Page 30

Drafts will vary.

Page 32

Revisions will vary.

Lesson 7

Page 36

Narrator: the “I”; a name is not given

Main character: the narrator

Possible details: He is “normal.” Lives in Iowa by Mississippi River. Lives in small town. Parents are “normal.”

Details revealed: through narrator

Other characters: Mom—cashier at

grocery store, Dad—mechanic,

Jeremiah—“interesting,” not normal

Setting: in small town in Iowa

Possible problem: There could be some

conflict with Jeremiah and the main

character or between Jeremiah and the

character’s parents.

Dialogue (possible answers):

Main character: He has good manners—

says “please.”

Other character: He does not speak.

Sensory details: board games, homemade

bread, green beans, red radishes,

galvanized pails, brown egg, brown

eyes, neatest printing

Lesson 8

Page 37

Iowa, Mississippi River, Wisconsin across river, the town is small (has only one grocery store)

Page 38

Information from passage: Cotton fields and woods are in view; setting must be in country; Mississippi

Sensory details: draped in a cloak of gray mist; sun chased the night; glisten greenly; jackets of emerald and gold; dark, almost black; soft breeze; voices

Answer Key

whispered
Mood or feeling (possible responses): The mood is serious, but hopeful.
Responses will vary.

Page 39
Responses and paragraphs will vary.

Lesson 9

Page 40
Characters listed will vary.
“My Normal Life” character details (possible answers):
Character is a kid—the narrator refers to parents
Character lives in Iowa—narrator reveals information
Character hasn’t traveled much—narrator reveals information
Dad is a mechanic—narrator reveals information
Mom is a clerk in a grocery store—narrator reveals information
Characters live in a small town—narrator reveals that the town has only one grocery store

Page 41
Responses and paragraphs will vary.

Lesson 10

Page 42
Responses will vary.

Page 43
“Who is Jeremiah?” I asked.
She smiled suddenly and said, “I went to grade school with him.”
“So, he’s been around here all these years?” I quizzed.
Dialogue will vary.

Lesson 11

Page 45
Responses will vary.

Lesson 12

Page 46
Responses will vary.
Realistic story ideas will vary.

Page 47
Responses will vary.
Fantasy story ideas will vary.

Lesson 13

Page 48
Character details in idea webs will vary.

Page 49
Story maps will vary.

Page 50
Drafts will vary.

Page 52
Revisions will vary.

Chapter 2

Lesson 1

Page 54
Circled spatial words: into, forward, middle, left, Inside, right, far end
Paragraphs will vary.

Page 55
Descriptive paragraphs will vary.

Lesson 2

Page 56
Entries in Venn diagrams will vary.

Page 57
Paragraphs will vary.

Answer Key

Lesson 3

Page 58

Entries in Venn diagrams will vary.

Page 59

Comparisons will vary.

Lesson 4

Page 60

Circled words in paragraph: As a result, so, because

Possible causes and effects:

Cause: Oil choked out vegetation.

Effect: Fish and amphibians died.

Cause: Citizens cleaned up.

Effect: River is nearly healthy again.

Page 61

Possible causes and effects:

Cause: The aunt and uncle are cruel.

Effect: The boys run away.

Cause: The boys go to Venice.

Effect: They meet the Thief Lord.

Cause: The Thief Lord offers food and shelter.

Effect: The boys are grateful.

Cause: A mysterious turn of events occurs.

Effect: The children are in danger.

Responses will vary.

Lesson 5

Page 62

Circled words in paragraph: result,

Because, so

Possible causes and effects:

Cause: A person made a 911 call.

Effect: The fire department made a run.

Cause: The caller had seen smoke.

Effect: He called 911.

Cause: The caller had acted quickly.

Effect: Firefighters saved the structure.

Cause: An electric heater had faulty wiring. Effect: The heater was the cause of the fire.

Page 63

Responses will vary.

Paragraphs will vary.

Lesson 6

Page 64

Responses will vary.

Page 65

Order words underlined in paragraph: First, Then, Finally

Responses will vary.

Lesson 7

Page 66

Underlined words in paragraph: First, west, past, down, right, right, After, up, beyond

Page 67

Directions will vary.

Lesson 8

Page 68

Responses and entries in idea webs will vary.

Page 69

Entries in organizational chart will vary.

Page 70

Instructions will vary.

Page 72

Revisions will vary.

Lesson 9

Page 74

Circled transition words (instructions on page 75): But, also, and, though, now, though, and, consequently, and, As

Page 75

Topic explorations will vary.

Answer Key

Lesson 10

Page 76

Possible responses:

print encyclopedia; Web site; almanac

Web site; online encyclopedia

almanac; print encyclopedia

Web site; online encyclopedia

scientific magazine

atlas

newspaper

dictionary

Page 77

no

yes

no

yes

Lesson 11

Page 79

Quotations will vary, but should credit the author.

Paraphrases will vary, but should credit the author if expressing the author's unique idea.

Lesson 12

Page 81

Notes will vary, but should include all elements described on page 80.

Lesson 13

Page 83

Outlines will vary.

Lesson 14

Page 85

Quotations will vary, but should credit the author and include in-text citation.

Paraphrases will vary, but should credit the author and include in-text citation.

Quotations and paraphrases will vary, but should include in-text citation that

includes author name and page number.

Lesson 15

Page 87

Bibliographic entries will vary, but must follow the formats given.

Lesson 16

Page 88

Tables should be similar to this:

Bus Stop 40

6:37 a.m.	16A	to Clayton College
6:48 a.m.	2A	to north
7:01 a.m.	44D	to College Mall
7:12 a.m.	24C	to downtown
7:28 a.m.	7A	to Clayton College

Page 89

Visual aids will vary.

Lesson 17

Page 90

Entries in chart will vary.

Page 91

Entries in chart will vary.

Page 92

Drafts will vary.

Page 94

Revisions will vary.

Chapter 3

Lesson 1

Page 97

Persuasive statements will vary.

Lesson 2

Page 98

Fact: Every middle school in the state has a library.

Opinion: Libraries are the best sources for

Answer Key

books and information.
Circled opinion signal words (instructions on page 99): should, think, think

Page 99

Possible facts from Daniel's article:

Library is closed before and after school.;
There is no time to go to library between classes.

Possible opinions from Daniel's article:

School should rethink the library and its use; Students are more likely to be motivated if they choose their own reading material.

Fact from Juanita's paragraph:

She knows kids who don't know what's in the library.; There is so much information out there.

Circled opinion signal words: think, should, should

Possible opinions from Juanita's paragraph:

We should take Daniel's idea further.;
School should offer a research class.

Students' personal opinions will vary.

Lesson 3

Page 100

Issues will vary.

Page 101

The emotional appeal in Tavenor's letter is aimed at strong feelings that people have about education and their children. It also gets at strong feelings people have about how their tax dollars are spent.

Letters to the editor will vary.

Lesson 4

Page 102

The ad wants to make readers feel comfortable, just as if they were eating at home with their families.

You "need" one of these if you are a

sports fan.

Audience for action movie: teens and adults

Writers would need to appeal to strong feelings of action and drama.

Page 103

Slogans and advertisements will vary.

Lesson 5

Page 105

Reports will vary.

Lesson 6

Page 107

Letters will vary.

Lesson 7

Page 108

Students' opinions will vary.

Page 109

Arguments and counterarguments will vary.
Paragraphs will vary.

Lesson 8

Page 110

Claim selections will vary.

Page 111

Titles will vary.

Claims will vary.

Evidence charts will vary.

Arguments will vary.

Lesson 9

Page 113

Problem-solution charts will vary.

Lesson 10

Page 114

Reasons why the school should contribute to the Literacy Board's project:

Answer Key

- 1) To prepare children for reading, the Literacy Board will distribute books to youngsters as young as 1 year old.
- 2) The Literacy Board is a non-profit organization and needs our help for this important project.
- 3) For every dollar our school contributes to "Ready to Read," the Board will distribute four books.
- 4) Providing books to families with young children will encourage parents to read with their children.
- 5) Children who are read to at home are far more likely to be ready to read when they enter kindergarten.
- 6) Studies show that students who enter school ready to read are likely to have more successful school careers than students who are not "reading ready" upon kindergarten entry.

Page 115

Reasons and letters will vary.

Lesson 11

Page 116

Students' ideas will vary.

Entries in idea webs will vary.

Page 117

Students' organizational notes will vary.

Page 118

Drafts will vary.

Page 120

Revisions will vary.

Stop the summer slide. Start Summer Bridge Activities®.

You've probably heard of "summer learning loss," or the "summer slide." Studies have shown that children can *lose up to 2.5 months of learning* over the summer. But did you know that summer learning loss could have a cumulative effect with a long-term impact on children's skills and success?

Summer Bridge Activities® are an easy, effective and fun way to keep your child's mind sharp all summer long.

Inside each book you'll find:

- * Essential math, language arts, reading, social studies, science, and character development skills
- * Encouraging stickers and certificates to keep kids motivated
- * Outdoor fitness activities to keep them moving
- * Free access to the **Summer Bridge Activities®** online companion site

With **Summer Bridge Activities®**, your child will be on track for a terrific school year, and beyond. That's why we say; ***just 15 minutes a day goes a long way!***



Newly updated, **Summer Bridge Activities®** books align to the Common Core and state standards.

Writing

SPECTRUM®

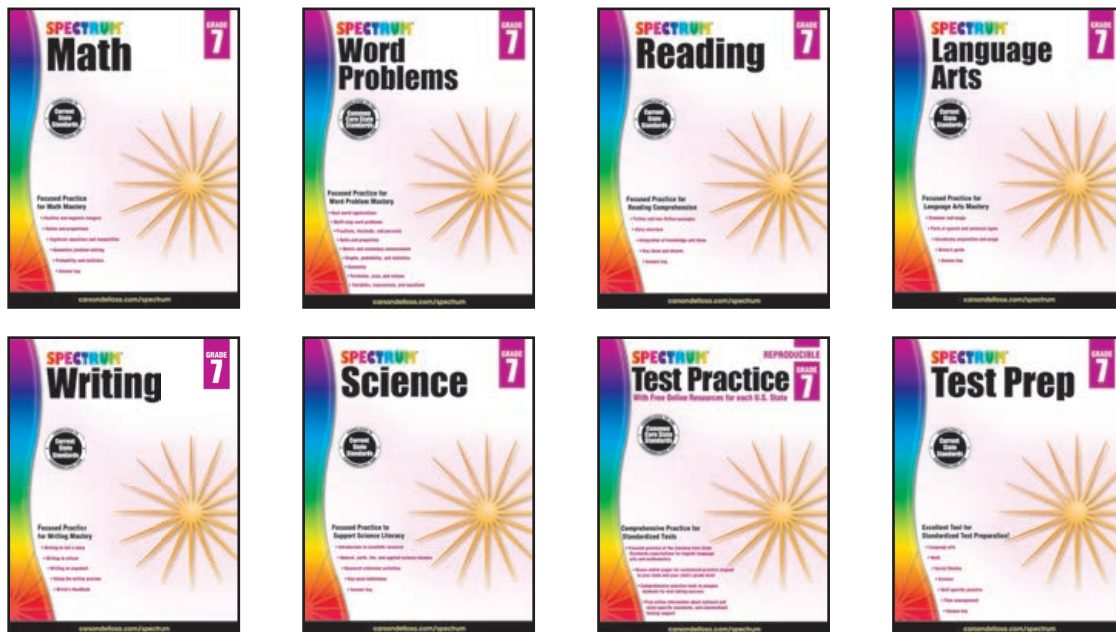
Supporting your child's educational journey every step of the way.

Spectrum® provides specific support in the skills and standards that your child is learning in today's classroom.

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