

Topics Include:

- ✓ Adding Details
- ✓ Constructing Paragraphs
- ✓ Organizing Facts
- ✓ Writing a Persuasive Paragraph
- ✓ Planning a Story
- ✓ Proofreading
- And Lots More!

Success With

Writing

Name _____

Sentence Sense

It is important to choose and arrange the words and phrases in your sentences so that what you intend to say is clear to your readers.

Eating a bowl of curds and whey, a spider frightened Miss Muffet away. Who was eating the curds and whey, the spider or Miss Muffet? You are probably familiar with the nursery rhyme, so you know that it was Miss Muffet, but the intended meaning is not clear in the above sentence. Notice the difference.

While Miss Muffet was eating a bowl of curds and whey, a spider frightened her.

The intended meaning is unclear in the sentences below. Rearrange the words to make the meaning clear. As you revise, remember that you can use more than one possible way to fix each sentence. There may be more than one possible way to fix each sentence.

- When she was just a puppy, my sister taught Sunshine many things.
- The students cheered for their team in the bleachers.
- My mother for teasing my little brother scolded me.
- The saleswoman sold shirts to the tourists with rainbow patterns.
- As a preschooler, Dad taught me to read.
- Perching on top of the cage, I noticed that our parrot was looking at the ground.
- Wading in the shallow water, just 20 feet away from the shore, the children were laughing.
- Grandma has a garden behind the old, dilapidated house.
- While emptying the dishwasher this morning, I found a letter from Grandma.
- We heard about the missing painting that had been stolen from the museum.

Reread some of your recent writing. Look for sentences that are not as clear as you could be. Write the sentences on a piece of paper. Then reread them to you know to read and compare each pair of sentences.

Name _____

Make It Exact

You can make your writing more interesting, exciting, and colorful by choosing and replacing dull, overused, or inexact words.

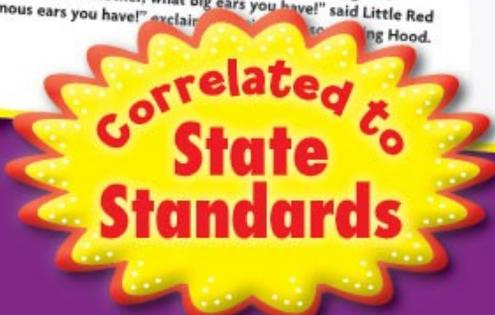
Big waves hit the land along the sea during the storm. Gigantic waves battered the coast during the hurricane.

Keep a thesaurus handy when you write and revise your writing.

Replace each deleted word with a more exact, colorful, or interesting word. Write it above the word. Then rewrite each sentence with the changes you made.

- The loud siren told residents to take shelter immediately.
- The tired hikers nearly collapsed after the hard trek.
- My opponent may be small, but what a strong serve she delivers!
- What is the name of that bright blue bird sitting on the feeder?
- The men stopped as the rattler moved across their path.
- The audience laughed at the comedian's funny stories.
- What is that bad odor coming from the kitchen?
- Look how the limbs on that tall oak are moving in the wind.
- It took an hour to move the heavy load up the steep incline.
- What an interesting story the survivors told their surprised rescuers!

Just for fun, rewrite a familiar children's story such as "Little Red Riding Hood" for an older audience. Look for dull, overused, and inexact words and replace them with more interesting, exciting, and colorful words. For example, you might change "Grandmother, what big ears you have!" said Little Red Riding Hood to "Grandmother, what enormous ears you have!" exclaimed Little Red Riding Hood.



Success With
Writing

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Interior illustrations by Susan Hendron
Interior design by Quack & Company

ISBN-13 978-0-545-20075-2
ISBN-10 0-545-20075-X

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1 2 3 4 5 6 7 8 9 10 40 17 16 15 14 13 12 11 10



Introduction

One of the greatest challenges teachers face is helping students develop independent writing skills. Each writing experience is unique and individualized, making it each student's responsibility to plan, expand, and proofread his or her work. However, high-interest topics and engaging exercises in this book will both stimulate and encourage young students as they develop the necessary skills to become independent writers. This book uses these strategies to introduce grade-appropriate skills that can be used in daily writing assignments such as journals, stories, and letters. Like a stepladder, this book will help students reach the next level of independent writing.



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Body Facts



A **sentence** is a group of words that expresses a complete thought. There are four kinds of sentences.

A **declarative sentence** is a statement. It gives information and ends with a period.

I just finished a really cool article about the body.

An **interrogative sentence** is a question. It asks for information and often begins with who, what, where, when, why, or how. A question ends with a question mark.

What is the title of the article?

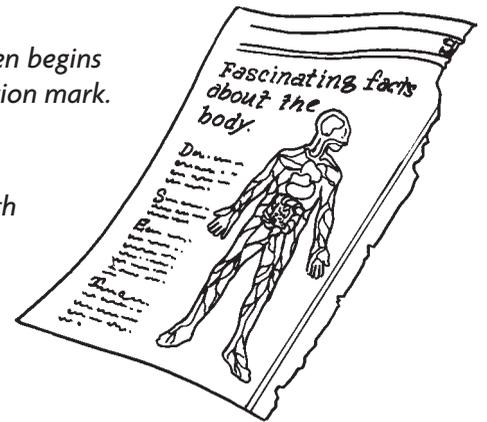
An **imperative sentence** is a command. It tells or asks someone to do something. A command usually ends with a period but can also end with an exclamation point.

Tell me where you read it. Hurry up and tell me!

An **exclamatory sentence** is an exclamation.

It shows strong feeling or emotion and ends with an exclamation point.

I can't wait to read it now!



Use any or all of the words in each group to write four kinds of sentences. One sentence has been completed for you. Begin and end each sentence correctly.

do how you many times breathe minute is per that count twenty humans fast

Interrogative: How many times per minute do humans breathe?

Declarative: _____

Imperative: _____

Exclamatory: _____

sixty-five believe the is body water about percent I it don't really

Interrogative: _____

Declarative: _____

Imperative: _____

Exclamatory: _____

how did read small twenty-two long you are the feet about intestines

Interrogative: _____

Declarative: _____

Imperative: _____

Exclamatory: _____

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Possible sentences: How many times per minute do humans breathe?; Humans breathe twenty times per minute.; Count how many times you breathe.; How fast you breathe!

Is the body really sixty-five percent water?; The body is about sixty-five percent water.; Believe it.; I don't believe it is sixty-five percent water!

Did you read how long the small intestines are?; The small intestines are about twenty-two feet long.; Read about how long the small intestines are.; How long the small intestines are!



Get the Scoop



Have you ever interviewed anyone? What kinds of questions did you ask? Were they clear and complete? Who, What, Where, When, Why, or How at the beginning of a sentence usually signals a question. A helping verb such as Is, Are, Was, Were, Do, Does, Did, Can, or Could at the beginning of a sentence also signals a question.

- How did you get your start?**
- Did you get your start in school?**
- What was your first role?**
- Was Peter Pan your first role?**
- Why do you enjoy acting?**
- Do you enjoy acting because it's fun?**



Which kinds of questions do you think would help you gather more information?

For each category, write the name of a person you would like to interview. Then write several questions you would ask to learn more about the person. Try to avoid questions with yes or no answers.

1. an interesting fictional character: _____

2. an early explorer: _____

3. a favorite rock star: _____

4. someone you admire: _____

5. an elderly person: _____

6. a founding father of the United States: _____



Think of a person in your everyday life you could interview, such as a grandparent, business owner, local politician, or police officer. Ask to interview the person. Prepare a list of questions ahead of time. Record the person's responses. Share the results with friends, classmates, or family members.



Clearly Interesting



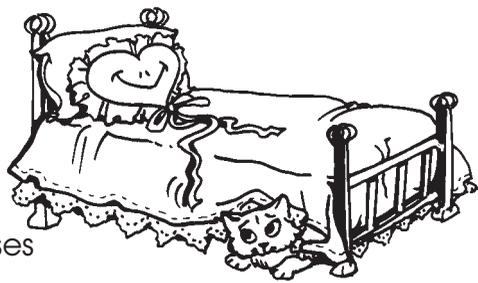
A sentence may be very simple, but you can make it more interesting by adding adverbs, adjectives, and prepositional phrases. When you add to a sentence, you expand it.

The kitten ran.

adjectives adverb prepositional phrase



The frightened, little kitten ran quickly under the bed.



Add to each list of adjectives, adverbs, and prepositional phrases that has been started.

Adjectives

- lonely
- old
- friendly
- beautiful
- cranky

Adverbs

- calmly
- eagerly
- continuously
- frequently
- yesterday

Prepositional Phrases

- over the bridge
- through the woods
- across the lake
- out of the building
- during rush hour
- with my friends
- until noon
- of commuters
- toward the moon
- into the water

Use some of the words and phrases from above to expand each sentence.

1. The baby cried. _____

2. Thousands left. _____

3. The man walked. _____

4. The students sat. _____

5. I went. _____



A complete sentence has two parts. The subject part tells whom or what the sentence is about. The predicate part tells what the subject is or does. Reread the sentences you expanded. Draw a line between the subject part and the predicate part.



Sentence Sense



It is important to choose and arrange the words and phrases in your sentences so that what you intend to say is clear to your readers.



Eating a bowl of curds and whey, a spider frightened Miss Muffet away.

Who was eating the curds and whey, the spider or Miss Muffet? You are probably familiar with the nursery rhyme, so you know that it was Miss Muffet, but the intended meaning is not clear in the above sentence. Notice the difference in the revised sentence.

While Miss Muffet was eating a bowl of curds and whey, a spider frightened her away.

The intended meaning is unclear in the sentences below. Rearrange each sentence to make the meaning clear. As you revise, remember that you can also add and remove words. There may be more than one possible way to fix each sentence.

1. When she was just a puppy, my sister taught Sunshine many tricks.

2. The students cheered for their team in the bleachers.

3. My mother for teasing my little brother scolded me.

4. The saleswoman sold shirts to the tourists with rainbows on them.

5. As a preschooler, Dad taught me to read.

6. Perching on top of the cage, I noticed that our parakeet was missing a tail feather.

7. Wading in the shallow water, just 20 feet away porpoises were swimming from us.

8. Grandma has a garden behind the old, dilapidated shed that is unbelievable.

9. While emptying the dishwasher this morning, the dog started barking at me.

10. We heard about the missing painting that was found on the news today.



Reread some of your recent writing. Look for several sentences in which the intended meaning is not as clear as it could be. Write the sentences on a piece of paper. Then revise each one. Ask someone you know to read and compare each pair of sentences.

9. While I was emptying the dishwasher this morning, the dog started barking at me. 10. On the news today, we heard about the missing painting that was found.

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Possible sentences: 1. My sister taught Sunshine many tricks when she was just a puppy. 2. The students in the bleachers cheered for their team. 3. My mother scolded me for teasing my little brother. 4. The saleswoman sold shirts with rainbows on them to the tourists. 5. Dad taught me to read when I was a preschooler. 6. I noticed that our parakeet was missing a tail feather while it was perching on top of the cage. 7. While we were wading in the shallow water, porpoises were swimming just 20 feet away from us. 8. Behind the old, dilapidated shed, Grandma has a garden that is unbelievable.



Get to the Point



When you write, it is important to be clear and concise. Sometimes a sentence can have too many words or words that are not necessary. Compare the two sentences.

The audience couldn't hear what the speaker was saying on account of the fact that the microphone wasn't turned on because someone forgot.

The audience couldn't hear the speaker because the microphone wasn't turned on.



Decide which words and phrases are not really necessary in each sentence below and cross them out. You can also replace words or change their position to make each sentence more clear and concise. Write the revised sentence.

1. In your own opinion, do you think students should have to wear uniforms?

2. What is incredible about the cheetah is the cheetah's quickness!

3. I drew an egg-shaped oval, a round circle, and a four-sided square.

4. The neighborhood families worked as a team all together.

5. That elephant is an enormous elephant in size!

6. The ostrich, the world's largest flightless bird, is a big bird that can run as fast as 40 miles per hour.

7. More than anything else in the whole wide world, I would really like to be a professional basketball player some day in the future.

8. We nicknamed my brother "Carrot Top" because his hair is the color orange like the color of carrots.

9. It seems to me that the best thing that anyone can do is to always tell the truth no matter what the situation may be.



There is more than one way to revise many of the sentences in the above exercise. Choose two sentences and revise them as many different ways as you can on a piece of paper. Then read all your revisions. Think about which one seems the most effective and why.

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Possible answers: 1. Do you think students should have to wear uniforms? 2. The cheetah's quickness is incredible. 3. I drew an oval, a circle, and a square. 4. The neighborhood families worked as a team. 5. That elephant is enormous! 6. The ostrich, the world's largest flightless bird, can run up to 40 miles per hour. 7. I would like to be a professional basketball player some day. 8. We nicknamed my brother "Carrot Top" because his hair is the color of carrots. 9. Always tell the truth no matter what.



Lots of Words



Do you sometimes run together several ideas into one long, run-on sentence?

According to my grandma, it is a good idea to eat chicken soup when you have a cold and believe it or not, scientists agree with her the protein in the soup fights the stuffiness by thinning out the lining of your sinuses I think chicken soup tastes better than medicine, so the next time I have a cold I'm going to follow my grandmother's advice.



You can easily fix a run-on sentence by rewriting each complete idea as a separate sentence. Begin each sentence with a capital letter and end it with the correct punctuation mark.

According to my grandma, it is a good idea to eat chicken soup when you have a cold. Believe it or not, scientists agree with her! The protein in the soup fights the stuffiness by thinning out the lining of your sinuses. I think chicken soup tastes better than medicine, so the next time I have a cold I'm going to follow my grandmother's advice.

Rewrite each run-on sentence correctly.

1. Did you know that carrots really are good for your eyes there is a vitamin in this crunchy orange root called beta-carotene that helps lower the risk of eye disease and so the next time you find carrot sticks in your lunch don't trade them or toss them away munch away in good health instead?

2. Do you like potato chips, cookies, cake, and ice cream if you're like me, you probably do and I'm sure you also know that these wonderful taste treats are considered to be junk food and it is a good idea to eat small amounts of food with a lot of fat, oil, sugar, and salt?

3. Think about all the foods you eat and are they nutritious and do they have all the vitamins and minerals your body needs to be healthy, or are they full of fats, sugar, and salt use the food pyramid to make healthful choices because you are what you eat.



Reread a report, composition, or story you have recently written. Look for run-on sentences. Then rewrite them correctly.

you eat. Are they nutritious? Do they have all the vitamins and minerals your body needs to be healthy, or are they full of fats, sugar, and salt? Use the food pyramid to make healthful choices because you are what you eat.

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1. Did you know that carrots really are good for your eyes? There is a vitamin in this crunchy orange root called beta-carotene that helps lower the risk of eye disease. The next time you find carrot sticks in your lunch, don't trade them or toss them away. Munch away in good health instead.
2. Do you like potato chips, cookies, cake, and ice cream? If you're like me, you probably do. I'm sure you also know that these wonderful taste treats are considered to be junk food. It is a good idea to eat small amounts of food with a lot of fat, oil, sugar, and salt.
3. Think about all the foods



A Capital Adventure



You know that the first word of a sentence is always capitalized. Here are other rules to remember when you write.

Capitalize

- the names of people and pets.
My friend, Maggie Ames, has two cats, Hero and Spike.
- titles of respect such as Dr., Mrs., Mr., Miss, and Ms.
Mr. Ames and Maggie took the cats to Dr. Jones, the vet, last week.
- the names of days, months, and holidays, but not the seasons.
Maggie got Spike on the Tuesday before Thanksgiving last fall.
- titles of relatives when they are used as a name.
I can't have a cat because Mom and my sister have allergies.
- names of places, buildings, and monuments.
I am taking care of the cats while Maggie and her family are on vacation in New York City. She is going to visit the Empire State Building and the Statue of Liberty.
- direction words when they name a region.
We live in the Southeast. Maggie and her family flew north yesterday morning.



Find and correct 16 errors in capitalization in the paragraph below. Some words should be capitalized and some should not. Mark three lines under each letter that needs to be capitalized (). Draw a line through each letter that should not be capitalized ().

The best time to visit Washington, D.c., is in the early Spring. the weather is just right in april, not too hot or cold. The cherry blossoms were in bloom while we were there, so that made my Mom happy! We got to the Capital early monday morning after a ten-hour drive from the midwest. After checking into our hotel, we decided to visit the national Air and space Museum first. I could have spent all week there, although the Washington monument, the Lincoln Memorial, and the White house were really cool. I was hoping to see the president, but he was in europe. We did see a Senator from our State, though.

Write a complete sentence to answer each of the following questions. Use capital letters where necessary.

1. In which region of the United States is your home state?

2. What two holidays do people celebrate during the tenth month of the year?

3. If you could have any pet, what would you choose and what would you name it?

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Part 1: Washington, D.C.;
spring; The; April; mom;
capital; Monday; Midwest;
National Air and Space
Museum; Washington
Monument; White House;
President; Europe; senator;
state

Part 2: Sentences will vary.



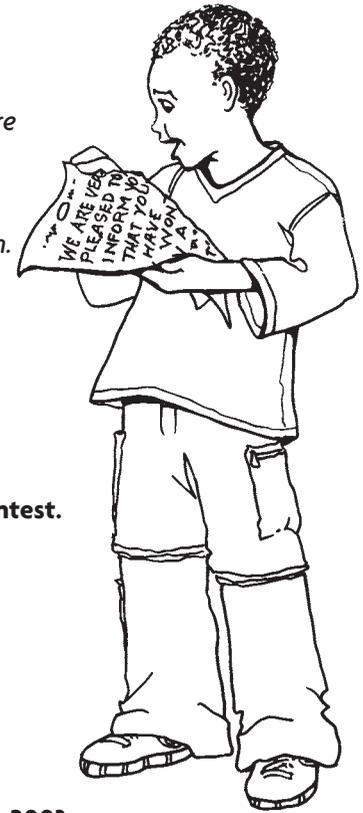
And the Winner Is . . .



As a writer, you need to know how to use commas to let readers know where to pause when reading a sentence.

Use a comma

- after each item in a series of three or more, except after the last item.
Max wrote, read, and revised his story.
- to set off the name of the person you are addressing directly.
Will you read it one more time, Jamie?
- after introductory words like *yes, no, and well*.
Yes, I have some time right now.
- to set off an appositive from the rest of the sentence.
The Pen to Paper Club, a writers' organization, sponsored a contest.
- before a conjunction that joins two sentences.
Max entered his story, but he never thought he'd win.
- after a dependent clause that begins a sentence.
When the letter came, Max was too nervous to open it.
- to set off words that interrupt the basic idea of a sentence.
Max's sister, therefore, opened it for him.
- to separate geographical names and dates.
Max won a trip to Orlando, Florida. They left Monday, June 23, 2003.



Write a sentence to answer each question. Include commas where they are needed.

1. On what day and date will you celebrate your next birthday?

2. If you could choose to live in any city or town in any state, where would it be?

3. How would you complete the following sentence?

Whenever I _____

4. Imagine that you have been asked to introduce the President of the United States at a town hall meeting. How would you begin your introduction using direct address?

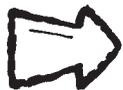
5. How would you use *and* in a sentence that tells what you had for lunch yesterday and what you had for lunch today?



As you read a newspaper, your favorite magazine, a letter, or a book, look for five examples of commas in sentences and write them on a piece of paper. Then identify the comma rule that was used.



Listen to the Music



You can use the conjunctions *and*, *but*, *and* or *to* combine parts of sentences. When the subjects of two or more sentences share the same verb, you can combine them using *and*. Change the verb form from singular to plural if the subject is plural.

Kyle likes music. Jessie likes music.

Kyle and Jessie like music.

When the objects in two or more sentences are different but share the same subject and predicate, you can also combine them into one sentence.

Kyle enjoys jazz. He enjoys rock.

Kyle enjoys jazz and rock.

Kyle can play jazz. Kyle can play rock.

Kyle can play jazz and rock.

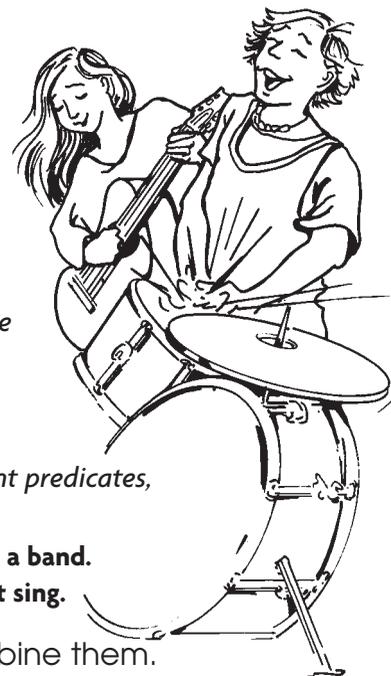
When the subjects of two or more sentences are the same but have different predicates, you can combine them into one sentence using *and* and sometimes *but*.

Kyle sings. He plays drums in a band.

Kyle sings and plays drums in a band.

Jessie plays guitar. Jessie doesn't sing.

Jessie plays guitar but doesn't sing.



Complete each pair of sentences. Then use the rules above to combine them.

1. Many songbirds eat _____. Many songbirds eat _____.

2. You should always _____. You should always _____.

3. A _____ is worth less than a quarter. A _____ is worth less than a quarter.

4. _____ is a famous landmark. _____ is a famous landmark.

5. All living things need _____. All living things need _____.

6. _____ hibernate in winter. _____ hibernate in winter.

7. Many kids enjoy _____. Many kids enjoy _____.

8. The boys like to _____ in the lake. The boys like to _____ in the lake.



Look in a book, magazine, or newspaper for several sentences with compound subjects, compound predicates, or compound objects. Then show how they could be written as two or more short sentences. Compare. Which is more effective, the combined sentence or the short sentences?



That's Deep!



An **appositive** is a word or phrase that follows a noun or pronoun and explains or identifies what it is or gives more information about it. Commas set off an appositive from the rest of the sentence.

Lake Baikal, the world's deepest lake, is in Siberia, a region of Russia.

If the subjects in two related sentences are the same, you can sometimes combine the sentences by using an appositive.

Sentence 1: **Baikal is also known as the world's oldest freshwater lake.**

Sentence 2: **It dates back about 25 million years.**

Combined: **Baikal, also known as the world's oldest freshwater lake, dates back about 25 million years.**



Underline two sentences in each paragraph that can be combined by using an appositive. Then write the combined sentence. Remember to include commas.

What is the world's most expensive food? If you guessed saffron, then you are right. Saffron is worth about \$2000 an ounce. It is a spice. It takes a long time to harvest saffron. That is why it costs so much.

The atlas moth is the world's largest moth. It has a wingspan of about 12 inches. Picture a dinner plate, and you'll have a good idea about how large an atlas moth is. They are so large that people sometimes mistake them for birds when they are in flight. Atlas moths are found in Australia and New Guinea.

Georgia is the top peanut-producing state in the United States. It harvests over 1.3 billion pounds of peanuts each year. Georgia provides about half the peanuts used for making peanut butter. Did you know that our country's 39th president was also a peanut farmer in Plains, Georgia? His name is Jimmy Carter, and he served as president from 1977 to 1981.

Chocolate is popular throughout the world. Believe it or not, the average person in Switzerland eats about 19 pounds of chocolate per year! That is eight pounds more a year than the average American eats. In fact, Switzerland holds the world record. It is a small country to the north of Italy. As a country, the Swiss consume an annual total of about 138 million pounds of chocolate.

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Possible sentences:

Saffron, the world's most expensive food, is worth about \$2000 an ounce. ;

The atlas moth, the world's largest moth, has a wingspan of about 12

inches.; Georgia, the top peanut-producing state in

the United States, harvests over 1.3 billion pounds of peanuts each year.; In fact,

Switzerland, a small country to the north of Italy, holds the world record.

Rise and Shine



You can use **subordinate conjunctions** to combine sentences. These words, listed below, can show cause and effect and time relationships between the sentences you combine.

since when after unless because as while before if although until whenever

The combined sentence will have two parts, an **independent clause** and a **dependent clause**.

If you put the dependent clause at the beginning of a sentence, follow it with a comma.

Amy fell asleep in class today. She had stayed up too late last night.

independent clause

dependent clause



Amy fell asleep in class today because she had stayed up too late last night.

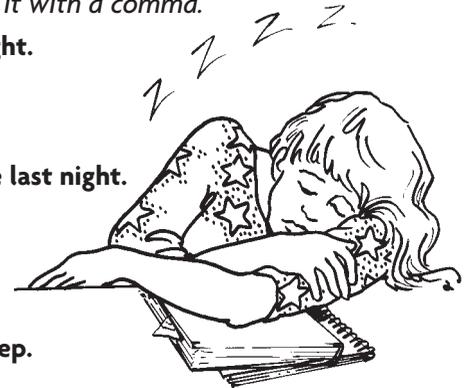
The bell rang. Amy woke up and realized she had been asleep.

dependent clause

independent clause



When the bell rang, Amy woke up and realized she had been asleep.



Combine each pair of sentences. Use one of the subordinate conjunctions from above.

- Miss Lee never said a word in class. She knew Amy had been asleep.

- Amy was walking toward the door. Miss Lee called her name.

- Her face turned bright red. She was really embarrassed.

- Poor Amy tried to calm down. She turned and faced Miss Lee.

- Jess and I waited just outside the door. Miss Lee spoke to Amy.

- Amy explained why she had fallen asleep. She apologized to Miss Lee.

- We weren't sure if Amy was in trouble. She came out with a smile on her face.

- We raced to our next class. Amy told us what Miss Lee said.



Write a brief paragraph to explain what you think Miss Lee said to Amy. Use a subordinate conjunction in some of your sentences.

Amy, Jess and I waited just outside the door. 6. After Amy explained why she had fallen asleep, she apologized to Miss Lee. 7. We weren't sure if Amy was in trouble until she came out with a smile on her face. 8. We raced to our next class while Amy told us what Miss Lee said.

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Possible sentences:

1. Miss Lee never said a word in class although she knew Amy had been asleep.
2. As Amy was walking toward the door, Miss Lee called her name.
3. Her face turned bright red because she was really embarrassed.
4. Poor Amy tried to calm down as she turned and faced Miss Lee.
5. While Miss Lee spoke to



Time to Experiment



Combining sentences helps to eliminate the problem of short or choppy sentences in paragraphs. You can often combine related sentences into compound sentences by using the conjunctions *and*, *but*, *or*, and *so*. Compare the following two paragraphs and decide which is easier to understand.

Young Alva was curious about everything. That curiosity led him to continually ask questions. His mother had been a teacher. She didn't always know the answers. If no one could tell him, he experimented. Once he wanted to know how hens hatch chickens. He put some eggs in a basket and sat on them. Can you guess who Alva is? Do you need another hint?

Young Alva was curious about everything, and that curiosity led him to continually ask questions. His mother had been a teacher, but she didn't always know the answers. If no one could tell him, he experimented. Once he wanted to know how hens hatch chickens, so he put some eggs in a basket and sat on them. Can you guess who Alva is, or do you need another hint?



Read the paragraph. Place parentheses around the pairs of sentences that can be combined with *and*, *but*, *or*, or *so*. Then rewrite the paragraph with the combined sentences. Remember to include commas.

My brother Alex has more "interests" than anyone I know. The novelty always wears off very quickly. I know my brother! Last week, Alex wanted to join the school band. He asked if he could rent a drum set. I burst out laughing. My parents just looked at each other. I knew what they were thinking. Would they be able to convince Alex to try something a little quieter? Would he insist on the drums? Well, they convinced Alex to try something else. It wasn't something quieter. Today he informed us that he's decided to try the tuba. In fact, the school has an extra tuba. Mom and Dad won't have to rent one. Needless to say, I hope this novelty wears off very, very, very quickly!



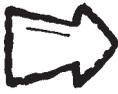
Write another paragraph to continue the story. Tell what you think will happen. Include several compound sentences.

Page 15

My brother Alex has more “interests” than anyone I know, but the novelty always wears off very quickly. I know my brother! Last week, Alex wanted to join the school band, so he asked if he could rent a drum set. I burst out laughing, and my parents just looked at each other. I knew what they were thinking. Would they be able to convince Alex to try something a little quieter, or would he insist on the drums? Well, they convinced Alex to try something else, but it wasn’t something quieter. Today he informed us that he’s decided to try the tuba. In fact, the school has an extra tuba, so Mom and Dad won’t have to rent one. Needless to say, I hope this novelty wears off very, very, very quickly!



Solve the Problem



Sometimes you take the important details from several related sentences and combine them into one sentence to make the meaning of the sentences more clear. Compare the two paragraphs.

Seagulls can be a problem at the beach. I was trying to eat a sandwich when a gull landed near my blanket. The bird was fearless. It snatched the sandwich out of my hand. It happened suddenly. I couldn't believe it!

Notice how choppy the underlined three sentences are.

Seagulls can be a problem at the beach. I was trying to eat a sandwich when a gull landed near my blanket. The fearless bird suddenly snatched the sandwich right out of my hand. I couldn't believe it!

By combining the information into one sentence, you can solve the problem of short, choppy sentences and improve your writing and make the sentence more clear.



Read each paragraph. Put parentheses around the groups of sentences with details that you can be combined into one sentence. Look for other ways to combine sentences as well. Then rewrite the paragraph with the changes.

What a summer I spent! It was fantastic. It was at the shore. I spent it with my grandparents. They have a summer home. It is near Cape May. That is in New Jersey. We went swimming. We collected shells. We fished. Their house is right on the beach. We never had to go far. The beach was my backyard. It was great.

My grandfather has a motorboat. It is small. It is called a runabout. He keeps it at a marina. The marina is nearby. Gramps took me crabbing one morning. It was before sunrise. I was half asleep. My job was tying fish heads to the lines. The fish heads were smelly. That sure woke me up. It was worth it. We caught crabs. They were blue. We caught six dozen. What a great dinner we had that night!

Page 16

Possible paragraphs:

What a fantastic summer I spent with my grandparents at the shore. They have a summer home near Cape May, New Jersey. We went swimming, collected shells, and fished. Their house is right on the beach, so we never had to go far. The beach was my backyard, and it was great.

My grandfather has a small motorboat called a runabout. He keeps it at a nearby marina. Gramps took me crabbing one morning. It was before sunrise, and I was half asleep. My job was tying smelly fish heads to the lines. That sure woke me up, but it was worth it. We caught six dozen blue crabs. What a great dinner we had that night!



Powerful Paragraphs



A **paragraph** is a group of sentences that focuses on a topic and one main idea about that topic. A **topic sentence** expresses that main idea. It may answer who, what, where, when, why, how, or a combination of questions. Although a topic sentence often begins a paragraph, it can come at the end or even in the middle of a paragraph. The other sentences in the paragraph develop the main idea by telling more about it. They are called **supporting sentences**.

Read each paragraph. Underline the topic sentence in each one. Put parentheses around each supporting sentence. Then write the question or questions that each topic sentence answers.



There is an energizing chill in the air now that the days are shorter. The last of the crops are about to be harvested, and a blanket of leaves covers much of the landscape. All but a few of our summertime visitors have already flown south for warmer places. Once again, the long, hot days of summer have given way to fall.

Falling asleep was never a problem for me until we moved to the country. I was used to the sounds of subway trains pulling into the station near our apartment, the horns and squealing brakes of buses, taxis, and cars, wailing sirens, and planes landing or taking off. I was not used to the sound of chirping crickets. My parents assured me that I would get used to it. They were right, of course, but it took awhile.

This amazing marsupial spends about 22 hours a day asleep in a eucalyptus tree. A nocturnal creature, it is mostly active at night. The habits of the world's sleepest animal, the koala, really fascinate me. When it is awake, the koala feeds on eucalyptus leaves and shoots, up to two pounds at a time. What's more, it seldom drinks water because it gets most of what it needs from the leaves and shoots.

the koala, really fascinate me. (When it is awake, the koala feeds on eucalyptus leaves and shoots, up to two pounds at a time.) (What's more, it seldom drinks water because it gets most of what it needs from the leaves and shoots.); What? Who?

Page 17

(There is an energizing chill in the air now that the days are shorter.) (The last of the crops are about to be harvested, and a blanket of leaves covers much of the landscape.) (All but a few of our summertime visitors have already flown south for warmer places.) Once again, the long, hot days of summer have given way to fall.; What has happened? When?

Falling asleep was never a problem for me until we moved to the country. (I was used to the sounds of subway trains pulling into the station near our apartment, the horns and squealing brakes of buses, taxis, and cars, wailing sirens, and planes landing or taking off.) (I was not used to the the sounds of chirping crickets.) (My parents assured me that I would get used to it.) (They were right, of course, but it took awhile.); Who? When? What? Where?

(This amazing marsupial spends about 22 hours a day asleep in a eucalyptus tree.) (A nocturnal creature, it is mostly active at night.) The habits of the world's sleepest animal.



Grab Some Attention



A **topic sentence** expresses the main idea about the topic of a paragraph. It should tell just enough to interest your readers. Remember that it may answer who, what, where, when, why, or how, or a combination of questions. Here is an example.

Topic: an accident on a space station

Topic Sentence: An alarm shattered the silence, alerting the crew that something was terribly wrong.



Here are some topics. For each one, write a topic sentence that would grab the attention of your readers.

- 1. Topic: a frightening experience**

Topic Sentence: _____

- 2. Topic: wearing uniforms to school, yes or no**

Topic Sentence: _____

- 3. Topic: a brush fire that burned out of control**

Topic Sentence: _____

- 4. Topic: why the opossum has no hair on its tail**

Topic Sentence: _____

- 5. Topic: witnessing a friend steal a candy bar**

Topic Sentence: _____

Now come up with some topics of your own. Then write a topic sentence for each one.

- 6. Topic:** _____

Topic Sentence: _____

- 7. Topic:** _____

Topic Sentence: _____

- 8. Topic:** _____

Topic Sentence: _____

- 9. Topic:** _____

Topic Sentence: _____



Keep a writer's journal or small notebook handy. Whenever you get an idea for a topic, jot it down. Then write some possible topic sentences.

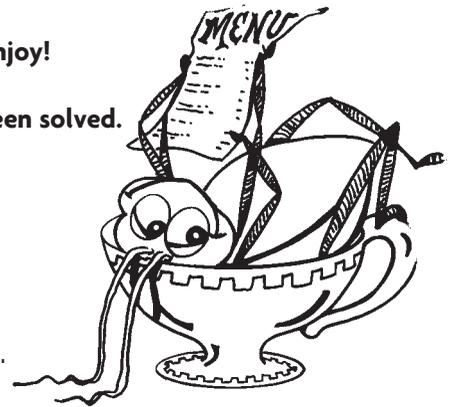


The Mighty End



No matter what your purpose for writing—to inform, persuade, or entertain—or what form your writing takes—story, news report, explanation, letter to an editor, or personal narrative—try to include a strong ending sentence. The ending sentence in a paragraph is called the **closing sentence**. It retells the topic sentence in a new way. It can be a surprise or an unexpected solution. It can ask a question or answer a question. It can explain or teach something. Here are some examples.

Nothing else could possibly go wrong . . . could it?
 Top your sundae with fresh-whipped cream and a cherry, and enjoy!
 Aren't you glad you didn't live back then?
 To this day, the mystery of the disappearing statue has never been solved.
 That's what they told us, but we knew better!
 Thanksgiving will always be my favorite family gathering.
 So, be careful what you wish for because it just may happen.
 Would you want to eat at that restaurant?
 Unfortunately, we still had three more hours to go!



Write a strong closing sentence for each writing situation below.

1. a news report about an earthquake or tornado

2. an account of a UFO sighting

3. an explanation of how to study for a history test

4. an ad for a nutritious cereal you have developed

5. a warning about skateboarding without the proper equipment

6. a lesson on how to make the perfect submarine sandwich

7. a letter of apology to a friend for something you have done

8. an account of an embarrassing moment

9. a story about camping in the woods



Now choose one of your sentences. Then develop and write a paragraph on a piece of paper with a beginning and a middle that leads to an ending that concludes with your sentence.



In the Know



You know that a paragraph should have a topic sentence that expresses the main idea of the paragraph. Here is a topic sentence from a story.

Malcolm could never have imagined the incredible journey he was about to make.

Who is Malcolm? Where will his journey take him? Is it to a real place or to some imaginary place? Why is it incredible? What will happen? Whom will he meet?

These are just a few of the questions you may ask after reading the topic sentence. You can use the answers to questions like these to develop supporting details for the paragraphs you write.



Read each topic sentence. Write the questions you would want the paragraph to answer.

- 1. So faint was the sound of it that Emerald thought it was just the rustling of leaves stirred by the gentle breeze.**

- 2. Maggie realized that there was only one way to end the ridiculous argument.**

- 3. Max thought baking a birthday cake was a “piece of cake,” but he was wrong!**

- 4. They’re fun to ride, they’re completely portable, and millions of kids ride them every day.**

- 5. SSSSSTHUNKKITTYTHUNKKITTYTHUNK! “What now?” moaned Andreas.**

Name _____



Choose and rewrite one of the topic sentences on page 20. Then reread the questions you listed and use your imagination to answer them. Use your answers to write supporting sentences for a possible paragraph. Add any other details that you think of to support the topic.

Topic Sentence: _____

Supporting Sentences:

- _____

- _____

- _____

- _____

- _____

Now, use the information to write a paragraph. Include a closing sentence. Remember to indent, capitalize, and punctuate correctly.



Illustrate your story. Then share it with someone you know.

Pages 20–21

Questions will vary.

Possible responses:

1. Who is Emerald? What was making the sound that Emerald heard? Is Emerald in any danger? What will Emerald do? 2. Who is Maggie? With whom has she been arguing? What is the argument about? How will she settle the argument? 3. Why was Max baking a birthday cake? For whom was he baking the cake? Why did he think it was a “piece of cake” at first? What caused him to realize that baking a birthday cake wasn’t a “piece of cake”? 4. What things are fun to ride? In what way are they portable? Who are the millions of kids that ride them every day? 5. What is making the noise? Who is Andreas? Where is he? Why does he say what he does?

Topic sentences, supporting sentences, and paragraphs will vary.

A Scrumptious Topic



Before you write a first draft of a paragraph, take the time to think about the topic and to review the facts, details, and ideas you have written.

Read the topic and the notes for a paragraph about the world’s best hot fudge sundae. Cross out the details which seem unnecessary or unrelated. Then read the three possible topic sentences. Make a check next to the best topic sentence.

Topic: the world’s best hot fudge sundae

- Details:**
- at least 3 scoops of vanilla ice cream, should fill bowl—a big bowl
 - mounds of fresh-whipped heavy cream—slightly sweetened
 - need napkins
 - big spoonful or 2 or 3 spoons of chopped walnuts
 - lots and lots of hot fudge, has to be thick and gooey
 - a couple of cherries on top with a little cherry juice
 - hot, cold, sweet, crunchy, smooth, creamy, yummy all in one
 - meant to be shared with a friend—or not
 - don’t forget the spoon
 - perfect dessert for ice cream lovers—young and old
 - serve with a glass of water



Possible topic sentences:

- There is absolutely nothing more scrumptious than my hot fudge sundae recipe.
- The hardest part of making a hot fudge sundae is not eating it as you make it.
- If you like ice cream, you’ll love my recipe for a hot fudge sundae.

Number the details above to show the order in which you would use them. The order should make sense. Then use the details to write supporting sentences in order below.



Use the topic sentence and supporting sentences to write a paragraph on another piece of paper.

Name _____



Now, choose one of the following topics, or one of your own, and follow the steps.

friendship
sunset
a superstition

making a BLT on toast
a national political figure
a musical instrument

a great hobby
a mystery gift
a current event

- Write the topic and list at least five details or facts about it.
- Review your list. Cross out any facts or details that do not relate to the topic. Add any other details that are important. Number the details in an order that makes sense.
- Write several possible topic sentences. Check the one that best tells the main idea.

Topic: _____

Details:

Possible topic sentences:

Write a first draft. Begin by writing the topic sentence that best tells the main idea. Then use the numbered facts and details to write sentences that support your topic sentence.

Now proofread your first draft. Do the sentences support the topic sentence? Are they in an order that makes sense? Are they clearly written and interesting? Do they begin and end correctly? Revise your paragraph. Make the necessary changes. Then rewrite the paragraph on another piece of paper.



Using the paragraph you just completed, write each sentence on a separate strip of paper. Mix up the sentence strips. Then challenge someone to put the sentences in the correct order.

Page 22

Possible unrelated details:
need napkins, meant to be shared with a friend—or not, don't forget the spoon, perfect dessert for ice cream lovers—young and old, serve with a glass of water

Possible order of details:

1. at least 3 scoops of vanilla ice cream should fill bowl—a big bowl;
2. mounds of fresh-whipped heavy cream—slightly sweetened;
3. big spoonful or 2 or 3 spoons of chopped walnuts;
4. a couple of cherries on top with a little cherry juice;
5. hot, cold, sweet, crunchy, smooth, creamy, yummy all in one;

Supporting sentences will vary.

Page 23

Responses to the activity will vary.



Read Carefully



When you **proofread** your work, you look for errors and mark them so that you can correct them. Here are some marks you can use when you proofread your work.

delete

insert a word

insert a comma

insert quotation marks

insert a period

insert an apostrophe

close up space

insert a space

switch order of letters

capitalize

make lowercase

start new paragraph

The ~~the~~ phone rang.

The ^{phone} rang.

The phone rang, and I answered it.

A voice said, "Hello."

The phone rang.

It's ringing again.

The phone rang.

¶ The phone rang.



Read the following part of a story. Proofread it using the marks above. There are 13 errors.

The most amazing thing happened this morning. I still can't believe it! Just as I was about to fill one of my feeders, I noticed a Chickadee perched on the lower branch of a nearby tree. The little bird seemed to be watching me. Of course, chickadees really like like sunflower seeds and that's what I always put in this feeder. I figured it was probably hungry and just waiting for me to finish up and leave. It was then that I got this great idea.

Chicadees are supposed to be easy to hand tame. well, the chickadee was still perched on the, and I had the seeds, so I decided to try. I took a bunch of seeds, held out my hand—palm up—next to the feeder and stood very still. I didnt even scra tch my nose when it started to itch! About a minutelater, the chickadee flew to the tree closest to the feeder. I held my breath and waited. The didn't fly to my hand, but it did fly to the feeder! It took a seed and flew off to eat it. I knew it wuold be back, so I continued to watch and wait



Pretend you are the storyteller. Write another paragraph to tell what happened when the chickadee came back. Then proofread your writing. Use the marks at the top of the page.

didn't fly to my hand, but it did fly to the feeder! It took a seed and flew off to eat it. I knew it would be back, so I continued to watch and wait.

Page 24

The most amazing thing happened this morning. I still can't believe it! Just as I was about to fill one of my feeders, I noticed a chickadee perched on the lower branch of a nearby tree. The little bird seemed to be watching me. Of course, chickadees really like sunflower seeds, and that's what I always put in this feeder. I figured it was probably hungry and just waiting for me to finish up and leave. It was then that I got this great idea.

Chickadees are supposed to be easy to hand tame. Well, the chickadee was still perched on the tree, and I had the seeds, so I decided to try. I took a bunch of seeds, held out my hand—palm up—next to the feeder, and stood very still. I didn't even scratch my nose when it started to itch! About a minute later, the chickadee flew to the tree closest to the feeder. I held my breath and waited. The chickadee



Working Together



Illustrations and photographs often contain important and interesting details that you can use to write a story, an article, an essay, or just a simple paragraph.

Study the photo. Think about the details it shows and what you can write about.



Write a possible topic sentence for the photo.

Write as many details as you can about the photo that support the topic sentence.

Review your ideas. Then write a brief paragraph about the scene in the photo. Include a closing sentence.



Find and cut out a magazine photo of a scenic location you would like to visit. This time, use the photo to come up with ideas for an advertisement, an article for a travel magazine, or a paragraph about the dream vacation you are planning.



Make It Exact



You can make your writing more interesting, exciting, and colorful by choosing and replacing dull, overused, or inexact words.

Big waves hit the land along the sea during the storm.

Gigantic waves battered the coast during the hurricane.

Keep a thesaurus handy when you write and revise your writing.



Replace each deleted word with a more exact, colorful, or interesting word. Write it above the word. Then rewrite each sentence with the changes you made.

1. The ~~toud~~ siren ~~told~~ residents to take shelter immediately.

2. The ~~tired~~ hikers nearly collapsed after the ~~hard~~ trek.

3. My opponent may be ~~small~~, but what a ~~strong~~ serve she delivers!

4. What is the name of that ~~bright~~ blue bird ~~sitting~~ on the feeder?

5. The men ~~stopped~~ as the rattler ~~moved~~ across their path.

6. The audience ~~laughed~~ at the comedian's ~~funny~~ stories.

7. What is that ~~bad~~ odor ~~coming~~ from the kitchen?

8. Look how the limbs on that ~~tail~~ oak are ~~moving~~ in the wind.

9. It took an hour to ~~move~~ the heavy ~~load~~ up the steep incline.

10. What an interesting ~~story~~ the survivors told their ~~surprised~~ rescuers!



Just for fun, rewrite a familiar children's story such as "Little Red Riding Hood" for an older audience. Look for dull, overused, and inexact words and replace them with more interesting, exciting, and colorful words. For example, you might change "Grandmother, what big ears you have!" said Little Red Riding Hood to "Grandmother, what enormous ears you have!" exclaimed Petite Crimson Riding Hood.



It's All Business!



There are many reasons for writing a business letter. You might request information, express an opinion to a public official, or explain a problem with something you have bought. A business letter has six parts.

The **heading** gives your address and the date.

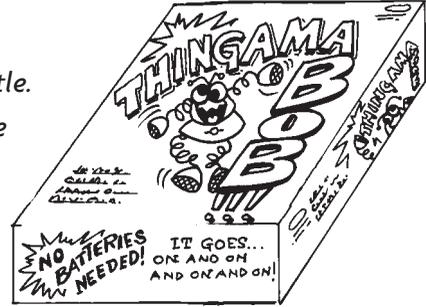
The **inside address** gives the name and address of the person or company receiving the letter. It can include the person's title.

A **formal greeting**, such as Dear Sir:, comes next. It can include a title of respect, such as Mr., Mrs., or Ms.

The **body** states the purpose of your letter.

A **formal closing**, such as Sincerely yours, follows the body.

Your **signature** is last.



Imagine that you ordered the Thingamabob, a popular new toy from the Razzle-Dazzle Toy Company, for \$29.99. It was a gift for your younger brother. Unfortunately, the toy broke the first time he played with it! How would you feel? Would you want your money back? Would you want another Thingamabob? Write a letter to Mr. Dewey Cheatem, the president of the company at 123 Any Street, Anytown, Anystate, 00001. Explain why you are writing. Tell what happened and how. Then suggest a solution to the problem.

heading → _____

_____ ← inside address

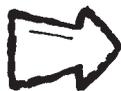
_____ : ← formal greeting

body
↓

formal closing → _____
 signature → _____



The Power of Persuasion



Have you ever tried to convince someone to feel the way you do about something? To write a convincing **persuasive paragraph**, state your opinion clearly, give reasons, and support your opinion with facts. Remember that facts can be checked or proven. Here is an example from a letter to the editor of a newspaper.

Our town should consider building a skateboard park. According to a recent community survey, there are more kids skateboarding than ever before but fewer places to skateboard. Certain townspeople and merchants have complained to authorities that skateboarders make too much noise, create a nuisance for pedestrians and drivers, and are causing property damage. As a result, we skateboarders are continually “asked” to move on. We are always looking for new places to practice. Specially designated areas and parks for skateboarders have worked in other communities with similar problems. If everyone would work together, it could work here.

**Jason Anderson
Green Hills**

Answer each question about the letter to the editor above.

1. What opinion does Jason state in his letter? _____
2. What reasons does Jason give? _____

3. What facts does Jason present to support his opinion? _____

Think about some problems and issues that affect your school, neighborhood, community, or state. Choose one that you feel deeply about. What is your opinion? Write what you think should be done to resolve the problem or issue.

List reasons for your opinion.

List facts to support your opinion.

Now, write a paragraph on another piece of paper. Then ask friends to read your paragraph and share their responses. Do they agree or disagree with you? Why? Do they have suggestions that could improve your paragraph to make it more persuasive? Revise your paragraph.

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1. The town should build a skateboarding park.

2. There are more skateboarders but fewer places to skate.

Skateboarders have to keep looking for new places to skate because of the complaints of certain people. 3. He refers to a survey. He points out that parks and areas for skateboarders have worked in other communities.; Remaining answers and paragraphs will vary.



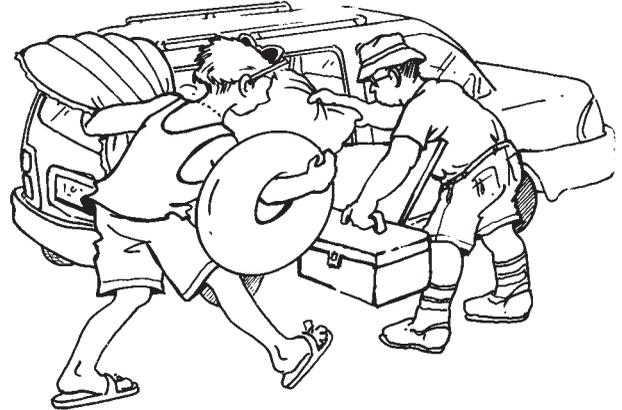
Step by Step



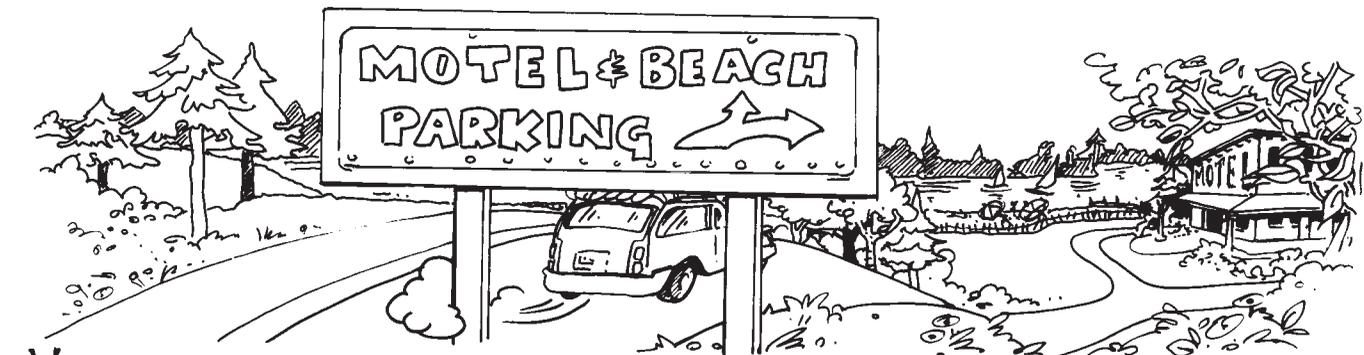
Whenever you write about something that has happened or how to do or to make something, it is important to write about the events or the steps in the correct order.

Carefully read the notes about the day the Mason family went on vacation. Number the events in the order that they happened.

- _____ back on road by 1:00
- _____ stopped for lunch around noon
- _____ helped Dad load up the van
- _____ unloaded van and went down to the beach
- _____ up at 6:00 A.M., got dressed, ate breakfast
- _____ double-checked house before locking up
- _____ stopped for gas on way out of town
- _____ arrived at the motel by late afternoon
- _____ got on the turnpike and headed east
- _____ piled in the van and ready to go by 7:30



Pretend that the notes above are yours. Use them to write a paragraph. Include a topic sentence, closing sentence, and title. Write about the events in sequence. Remember to indent the first line and to begin and end each sentence correctly. You may want to include words such as *before that*, *after*, *first*, *next*, *then*, *later*, and *finally* to help indicate the order in which you did things. Use another piece of paper, if needed.



Think about something that you know how to do or make. Write the steps in the process. Then use your notes to tell someone about it.

Page 29

8, 7, 2, 10, 1, 3, 5, 9, 6, 4;
Paragraphs will vary.



Finding the Way



A **how-to paragraph** gives directions for doing or making something. It usually includes a topic sentence, the necessary materials, and step-by-step directions. A writer often uses time order words and phrases such as first, next, then, after that, and finally to help indicate the sequence. A how-to paragraph can also give directions for getting from one place to another. Here is a paragraph in which the directions are not very clear.



Do you turn left or right at the light? How many blocks are "a few" blocks? Which street?

Getting from school to my house is a snap. Just walk a few blocks down the street toward town. Turn at the traffic light. Go a couple more blocks. My house is on the corner. If you go past the intersection, you've gone too far.

Which intersection is too far? How many blocks are "a couple more" blocks? Which corner?

How would you give directions to get from one place to another in your community, such as from your home to the mall, from your school to a certain store, or from the park to the library? To get started, close your eyes and picture the route as if you were actually walking. Sketch the route in the box below. Then write a how-to paragraph with clear and specific directions. Include the names of streets and buildings, direction words such as left, right, north, south, east, and west, and time-order words.

From _____ to _____



Definitely Dynamic



Writing a **definition paragraph** is similar to defining a word in your own terms, only it is much more inclusive and personal. You not only define the word, but you include details that answer some these questions: What is it like? What is it not like? Why is it important? What purpose does it serve? Where or when do you use it? What does it look like? Does it make or have a sound? What kind of sound does it make or have? What does it feel like? Does it have a taste? How? Does it smell? How? What does it do? What doesn't it do? Does it make you feel a certain way? How? What do others think or feel about it?



List several common nouns. Here are a few to get you started.

- | | | | |
|-------------------|-------------------|-------|-------|
| friendship | sneakers | _____ | _____ |
| pencil | hamburger | _____ | _____ |
| helmet | key | _____ | _____ |
| onion | skateboard | _____ | _____ |
| home | happiness | _____ | _____ |

Choose three words. Look up each one in a dictionary and write the definition.

_____ : _____

_____ : _____

_____ : _____

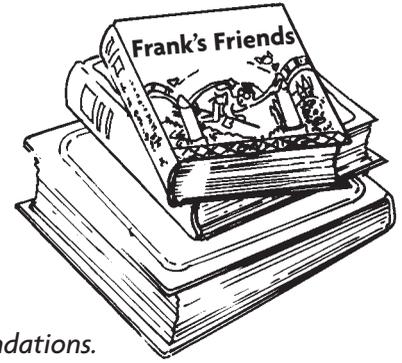
Now, write a short definition paragraph for one of the words that tells not only what it is but also includes details that answer some of the questions above. Remember to include a topic sentence and a closing sentence. Use your imagination and creativity.



Read and Review



A **book review** is one way to share a book you have read. It has three parts—an introduction, body, and conclusion—and includes facts and opinions supported by reasons. The **introduction** is a paragraph that begins with an attention-grabbing topic sentence. The **body** includes a summary of the plot and information about the setting and main characters. It can be more than one paragraph. The **conclusion** can include a hint about the ending and your opinions and reading recommendations. Before writing a review, it helps to write facts about the book and your opinions and reasons.



Choose a novel you have recently read. Fill in the book-review planner.

Facts

Title: _____ Author: _____

Type of Book (science fiction, realistic fiction, mystery, etc.): _____

Main Character(s): _____

Setting (where, when): _____

Plot (main events, problem/solution): _____

Special Features (illustrations/photographs, language, diary/journal entries): _____

Opinions

The character(s) I liked most and why: _____

How I would describe the plot—interesting, exciting, boring, so-so—and why: _____

The part of the book I enjoyed most (least) and why: _____

Features of the book I liked (disliked) and why: _____

Why I would (would not) recommend this book: _____

Now use the information you recorded to write a book review. Remember to include facts and opinions.



A Great Way to Organize



An **outline** is a great way to organize facts and ideas when you are getting ready to write an article, for example, with two or more paragraphs. Each main idea becomes a paragraph with a topic sentence expressing the main idea. Facts and details listed under each main idea are used in sentences to support the main idea.

Suppose you are writing your autobiography—the story of your life. Use the outline form below. For numerals I, II, and III, list details that tell about each main idea listed. For numeral IV, come up with another possible main idea, such as important influences, major events, facts about your family, or influential people, and then list details.



All About Me → main topic

I. Biographical Facts → Main Idea 1

- A. _____
- B. _____
- C. _____
- D. _____

facts and details

II. My Earliest Memories → Main Idea 2

- A. _____
- B. _____
- C. _____
- D. _____

facts and details

III. My Major Accomplishments → Main Idea 3

- A. _____
- B. _____
- C. _____
- D. _____

facts and details

IV. _____ → Main Idea 4

- A. _____
- B. _____
- C. _____
- D. _____

facts and details

Now use your outline to write your autobiography.

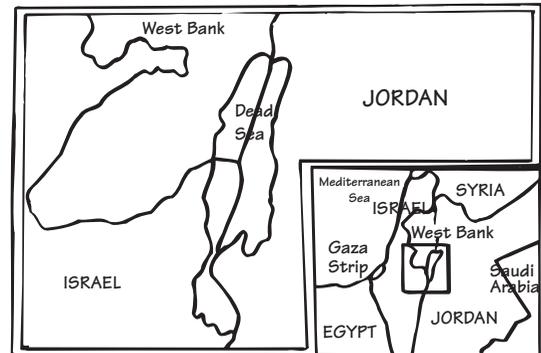


Getting Organized



When you are getting ready to write two or more paragraphs for a report, you can make the task easier if you follow these steps:

- Organize related facts and details into groups.
- Write a topic sentence expressing the main idea for each group.
- Use the facts and details in each group to write sentences that support each topic sentence.



The Dead Sea is a saltwater lake located between Israel and Jordan. Read the facts and organize them into three groups for a report. Think of a category name for each group of facts. Then use *****, **✓**s, and **X**s to indicate the facts that belong in each group.

- *** = _____
- ✓** = _____
- X** = _____

- _____ 1. 7 times as salty as ocean, saltiest body of water in world
- _____ 2. covers about 400 square miles
- _____ 3. almost impossible for swimmers to sink in Dead Sea because of high density of salt
- _____ 4. water comes from Jordan River and streams
- _____ 5. measures about 11 miles wide at widest point
- _____ 6. water so salty that fish die immediately; nothing but simple microorganisms survive in Dead Sea
- _____ 7. measures about 50 miles long
- _____ 8. its shore lowest place on surface of Earth
- _____ 9. bottom measures to depths of 2,622 feet below sea level
- _____ 10. water doesn't flow out of Dead Sea
- _____ 11. water evaporates, leaving salt and other minerals behind

On the following page, write a topic sentence for each group of facts. Then use the facts to write sentences that support each topic sentence.



Find and read an article on another geographic location. Record a group of facts about the location. Then divide the facts into categories.

Name _____



Organizing facts and
details into paragraphs

Subject: **The Dead Sea**

Topic Sentence for Paragraph 1: _____

Supporting Sentences:

Topic Sentence for Paragraph 2: _____

Supporting Sentences:

Topic Sentence for Paragraph 3: _____

Supporting Sentences:

Use all the information to write a report about the Dead Sea on another piece of paper.

Pages 34–35

Possible groupings:

Interesting Facts: 7 times
as salty as ocean, saltiest
body of water in world;
almost impossible for
swimmers to sink in Dead
Sea because of high



density of salt; its shore lowest place on surface of Earth

Dimensions: covers about 400 square miles; measures about 11 miles wide at widest point; measures about 50 miles long; bottom measures to depths of 2,622 feet below sea level

The Water in the Dead Sea: water comes from Jordan River and streams; water so salty that fish die immediately, nothing but simple microorganisms can survive in Dead Sea; water doesn't flow out of Dead Sea; water evaporates, leaving salt and other minerals behind;

Topic sentences, supporting sentences, and paragraphs will vary.



The Narrator



Every story, or **narrative**, has a narrator. When you choose to tell a story from a first-person point of view, the narrator is a story character who uses the pronouns I, me, and myself to tell what he or she thinks, feels, and does. The readers see the story through the eyes of this character only.

I tried to calm myself after looking down and seeing a scorpion crawling up my leg. I was terrified. "Matt," I croaked, barely able to speak, "please help me!" Matt turned around and raced to my side.

When you choose to tell a story from a third-person point of view, the narrator is not a character but rather someone outside the story. Your narrator reveals the actions and words of all the characters but tells the thoughts and feelings of only one main character.

She tried to calm herself after looking down and seeing a scorpion crawling up her leg. She was terrified. "Matt," she croaked, barely able to speak, "please help me!" Matt turned around and raced to her side.



Rewrite the following passage from a first-person point of view.

Spotting the doe in a clearing, he froze in his tracks and quietly took out his camera. He didn't want to startle the animal before getting at least one shot. Sensing his presence, the doe looked up at him. "Don't be frightened," he said in his most soothing voice. "I won't hurt you. I just want to take your picture." The doe accommodated him for about five seconds before running off into the woods.

Rewrite the following passage from a third-person point of view.

After hiking for more than an hour up the steep trail, I decided to take a break because my feet were killing me. Although I had worn my new hiking boots around the house all week, I soon realized that they were not sufficiently broken in. "I should have listened to Beth and worn my old boots," I grumbled to myself.

"Did you say something, Jenny?" Beth asked.



Name _____



Writing from different points of view

Look at the scenario below. Write a short story using the first-person point of view—either the camper’s or the skunk’s. A topic sentence is provided to help you get started.



It was an absolutely perfect summer evening at the Pine Grove Campgrounds until my unexpected encounter _____

Now, rewrite the story using the third-person point of view.

It was an absolutely perfect summer evening at the Pine Grove Campgrounds until the unexpected encounter _____



Choose a favorite fairy tale such as “Little Red Riding Hood,” “Goldilocks and the Three Bears,” or “Jack and the Beanstalk.” For fun, rewrite the story as a first-person narrative as if you were one of the characters.

Pages 36–37

Spotting the doe in a clearing, I froze in my tracks and quietly took out my camera. I didn't want to startle the animal before getting at least one shot. Sensing my presence, the doe looked up at me. "Don't be frightened," I said in my most soothing voice. "I won't hurt you. I just want to take your picture." The doe accommodated me for about five seconds before running off into the woods.

After hiking for more than an hour up the steep trail, Jenny decided to take a break because her feet were killing her. Although she had worn her new hiking boots around the house all week, she soon realized that they were not sufficiently broken in. "I should have listened to Beth and worn my old boots," she grumbled to herself.

"Did you say something, Jenny?" Beth asked.

Paragraphs on page 37 will vary.



Make a Plan



Before you write a story, it helps to plan. When you plan, you determine possible characters in your story, the setting (where and when the story takes place), and the plot (all the actions or events in the story). The plot includes a problem, events leading to the climax, or most exciting part of the story, and events leading to the resolution.



What kinds of stories do you like? Do you prefer historical fiction or realistic fiction, action adventures or mysteries, fairy tales or tall tales? Plan a story that you think your friends will enjoy. Use the answers to the questions below to plan your story.

What is the title? _____

Where will the story take place? _____

When will the story take place? _____

Who is the main character? _____

What is the main character like? _____

What problem or problems will your main character face? _____

What other characters will you include? _____

What will be the most exciting moment or turning point? _____

What events or actions will lead up to this moment? _____

What events or actions will follow this moment and show how the problem is resolved? _____

What is the resolution? _____

Will you tell your story in the first-person or third-person point of view? _____

Now, review your plan. Make any revisions. Then write a draft of your story on another piece of paper. Begin by writing a topic sentence that will grab the attention of your readers.



Time to Talk



When you include dialogue in a story, use quotation marks around the speaker's exact words. Use a comma to set off the quotation from the rest of the sentence. Place end punctuation marks and commas inside the quotation marks.

Ben grumbled, "I can't find my sneakers."

"You're always misplacing something," commented his sister Maggie.

If a quotation is a question, end it with a question mark. If a quotation is an exclamation, end it with an exclamation mark.

"Where did you take them off?" asked Mrs. Abbot, trying to be helpful.

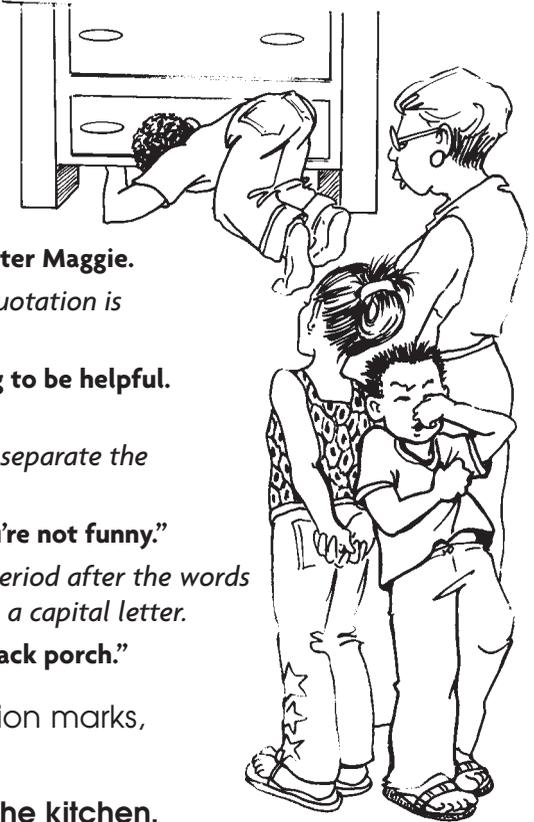
"Just follow the smell!" teased his brother.

If a quotation is divided but still one sentence, use commas to separate the quote from the words that tell who the speaker is.

"You may think you're a comedian," replied Ben, "but you're not funny."

If a quotation is divided and two separate sentences, place a period after the words that identify the speaker. Then begin the second sentence with a capital letter.

"I'm sorry," Sam apologized. "Your sneakers are on the back porch."



Read the following part of a story. Add the missing quotation marks, commas, and end punctuation.

It was Saturday morning, and Maggie was already in the kitchen.

Breakfast will be ready in about five minutes Maggie yelled up to her brothers

Do you want some help offered Mom, who had just walked into the kitchen

Thanks, Mom replied Maggie but I'd really like to do it myself

Okay agreed Mom I'll just take the dog for a quick walk then.

Maggie popped the bread into the toaster and went back to the stove to check on the eggs and bacon.

About a minute later, Ben said to Sam Do you smell something burning

Yup answered Sam It smells like burnt toast to me, and there goes the smoke alarm

I guess Maggie's making breakfast again laughed Ben, as they ran down to the kitchen

Do you want some help, Maggie Ben and Sam asked.

On another piece of paper, continue the story and the conversation between Ben, Sam, and Maggie. Begin by writing what Maggie said to her brothers. Try to include at least four quotations. Remember to indent each time a new person speaks.



Read a page of a story or book with dialogue. Identify each rule the writer used for quotation marks, commas, and end punctuation.



"Thanks, Mom," replied Maggie, "but I'd really like to do it myself."
"Okay," agreed Mom. "I'll just take the dog for a quick walk then."
Maggie popped the bread into the toaster and went back to the stove to check on the eggs and bacon. About a minute later, Ben said to Sam, "Do you smell something burning?"
"Yup," answered Sam. "It smells like burnt toast to me, and there goes the smoke alarm!"
"I guess Maggie's making breakfast again," laughed Ben, as they ran down to the kitchen.
"Do you want some help, Maggie?" Ben and Sam asked.
Stories will vary.

Page 39

It was Saturday morning, and Maggie was already in the kitchen.

"Breakfast will be ready in about five minutes!" Maggie yelled up to her brothers.

"Do you want some help?" offered Mom, who had just walked into the kitchen.



The Tone of Talk



When you include dialogue in your writing, do you usually use *said* to signal the words of your speakers? You can make your writing more interesting and effective with words other than *said*. Compare the two versions of the same dialogue.

"I'm tired," *said* Benny.

"Are we almost there?" *said* Lisa.

"It'll be another hour," *said* Dad.

"Okay," *said* Benny and Lisa.

"I'm tired," *whined* Benny.

"Are we almost there?" *grumbled* Lisa.

"It'll be another hour," *promised* Dad.

"Okay," *sighed* Benny and Lisa.

The words *whined*, *grumbled*, *promised*, and *sighed* indicate the feelings and tone of voice of the speakers and make the dialogue more interesting to read.



Read each sentence. List the feelings of each speaker. Consider each speaker's words and the word that signaled them.

1. "Silence!" *bellowed* Dad. _____
2. "That wasn't my intention," *admitted* Lisa. _____
3. "What was that?" the child *whispered*. _____
4. "It's not that difficult," my friend *assured* me. _____
5. "Please be careful," *warned* my mother. _____
6. "It's been a long, exhausting day," she *yawned*. _____
7. "I can't believe you guys!" Jody *chuckled*. _____

Read the incomplete dialogue. Think about the word that signals each speaker's words. Then write what you think each speaker said.

My brother Mikey is three years younger than I am, but he always wants to tag along with me.

"_____, " *insisted* Mikey.

"_____, " I

muttered, as I tried to leave without getting into an argument.

"_____, " he

countered, grabbing his baseball glove.

"_____, " I

yelled, walking toward my bike.

"_____, " *interrupted* Mom.

"_____, " I *explained*.

"_____, " *complained* Mikey.

"_____, " *suggested* Mom.

I *smiled* at Mom and *replied*, "_____

_____." Then I looked over at Mikey who was now *pouting* and *promised*, "_____."



Look back at page 40. Underline all the words that were used in place of *said*. Here are more words you can use. Think about what each might indicate about the feelings of a speaker or a speaker's tone of voice. Then complete each dialogue below by adding a word that you think best signals each speaker's words.

accused	giggled	persuaded	sobbed
argued	groaned	pleaded	squeaked
balked	hesitated	predicted	stuttered
blubbered	hissed	proposed	tattled
bragged	instructed	quoted	teased
consoled	joked	refused	urged
corrected	laughed	repeated	wailed
demanded	mumbled	reported	whimpered
exclaimed	objected	roared	wondered
gasped	ordered	scolded	yelped



"Don't be too obvious, but check out that boy in the blue jacket," _____

Jackie to her friends. "He just took a magazine and stuffed it inside his jacket."

"I didn't see him do it," _____ Beth.

"Me either," _____ Jessica.

"You really should tell the store manager," _____ Mattie.

"I don't know," _____ Jackie. "What do you think, Jessica?"

"You don't have to do anything," she _____.

"It looks like someone else saw him and reported it."

"Have you ever seen anything so incredible?" _____ Ben.

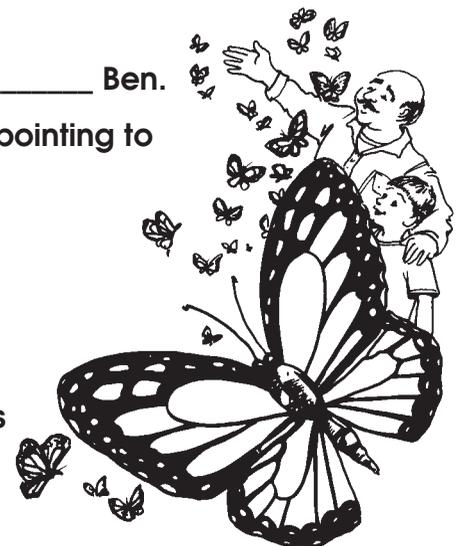
"There must be thousands of them," he _____, pointing to the cloud of monarch butterflies flying overhead.

"There are," _____ his grandfather.

"Where are they going?" _____ Ben.

"Every fall," _____ Ben's grandfather, "millions of monarchs migrate from Canada and parts of the United States to Mexico for the winter. Some travel up to 2,000 miles."

"Let's get the camcorder!" _____ Ben.



Now think up a scenario of your own. Then write a conversation between two or three characters on another piece of paper. Remember to indent each time a new character speaks.

Pages 40–41

Possible feelings:

1. angry; 2. embarrassed;
3. frightened; 4. confident;
5. concerned; 6. tired, exhausted;
7. surprised, happy;

Dialogues will vary.

Underlined words including the examples: whined, grumbled, promised, sighed, bellowed, admitted, whispered, assumed, warned, yawned, chuckled, insisted, muttered, countered, yelled, interrupted, explained, complained, suggested, replied, promised



Grab Some Interest



You can often expand a simple paragraph in a story, article, essay, report, or whatever you are writing and make it more interesting by

- combining short, choppy sentences.
- adding details to help create a picture, mood, or feeling.
- replacing dull, overused, or inexact nouns, verbs, and adjectives.
- changing the order of words in sentences.
- adding words or phrases such as *also*, *first*, *meanwhile*, *in fact*, *however*, *eventually*, and *in the end* to connect ideas or events.



Expand and rewrite each of the paragraphs using some of the suggestions above.

It was dusk. The snow began to fall. I was surprised. It was the end of April. Snow is unusual then. The temperature had fallen. That was earlier. Clouds began moving in. I knew a storm was coming. Would it be a snowstorm? I woke up the next morning. Snow covered the ground. There would be no baseball practice today!



Something smelled good. We had just passed the bakery. We looked at each other. We smiled. We headed back to the bakery. Maggie opened the door. We went inside. What a sight! There were all kinds of goodies. There were breads and rolls. Some were just out of the oven. I went from case to case. Everything looked and smelled good. It was a hard decision. Finally, I chose.



Find a storybook for young children in which the sentences and paragraphs are very simple. Then rewrite the book for students who are your age.



Figuratively Speaking



*Figurative language can be used to add details to sentences, to clarify a point, or to enhance your writing. **Metaphors, similes, hyperbole, and personification** are four kinds of figurative language.*

*A **simile** makes a comparison between two unlike things, using like or as.*

Simon was mad as a hornet after discovering his bike had been stolen.

*A **metaphor** makes a comparison between two unlike things, without using like or as.*

The fog was a thick gray blanket covering the entire valley.

*A **personification** gives human characteristics and qualities to nonhuman things like animals and objects.*

The moon peeked through the clouds and smiled down on us.

*A **hyperbole** is a deliberate exaggeration.*

The tension was so thick you could cut it with a knife.

Complete each sentence with a simile, metaphor, hyperbole, or personification. Try to use each type of figurative language at least two times. Write *S*, *M*, *P*, or *H* before each sentence to label each figure of speech.

_____ 1. Everyone was so exhausted by the end of the day that _____

_____ 2. Slowly meandering through the countryside, the river _____

_____ 3. The frigid winter air _____

_____ 4. The dilapidated house at the end of the lane _____

_____ 5. Suddenly the players became _____

_____ 6. Our refrigerator _____

_____ 7. The ancient California redwoods _____

_____ 8. By evening, a gentle summer breeze _____

_____ 9. After working out in the sun too long without sunscreen, her skin _____



Ads often use figurative language. Gather some old newspapers, magazines, and catalogs. Then find at least five examples of figurative language.



Writing Wonderful Words



Two other kinds of figurative language are **alliteration** and **assonance**. They can also make your stories and poems fun and interesting. **Alliteration** is the repetition of a consonant sound at the beginning of words.

**Benjamin Barker loves to bake
Buns and biscuits and buttery cakes,
Breads and brownies and blackberry pies,
Apple brown betty and berry surprise!**

Assonance is the repetition of the same vowel sounds either at the beginning of words or inside the words.

**Anna's nana asked for bananas and apples—just a few!
And apricots and anchovies and abalone stew!
Antipasto with avocados and ash bread! PHEW!**



Underline the letters used to make alliteration or assonance in each group of words. Choose one example of each and list words with the same repeated consonant or vowel sound. You can use a dictionary. Then use the words to write silly sentences or a poem on the lines.

Phyllis the famous photographer everyone excitedly exclaimed impudent imp implored slowly slithering serpent	abruptly announced perfect piece of pie creepy crawly critter an uncouth youth	bellowing yellow yak obstinate tot named Otto whittled and whistled groggy grizzly growled
---	---	---



Write each letter of your name on a separate line along the left margin on another piece of paper. Then write phrases using alliteration or assonance to describe yourself.

Page 44

Phyllis the famous photographer;
abruptly announced; bellowing yellow
yak; everyone excitedly exclaimed;
perfect piece of pie; obstinate tot
named Otto; impudent imp implored;
creepy crawly critter; whittled and
whistled; slowly slithering serpent; an
uncouth youth; groggy grizzly
growled; Remaining answers will vary.



Crack! Splat!



When you want readers to “hear” something you are describing, you can use words that imitate the sound it makes. This use of words is called **onomatopoeia**.

**The teakettle hissed as the water came to a boil.
As the blazing campfire crackled, it warmed the chilled campers.
Everyone buzzed with excitement as they awaited the president’s arrival.**



What comes to your mind when you read aloud each word listed below? Add to the following list of words that imitate sounds. Answer these questions to get started. What does your stomach do when you are hungry? What does a glass do when it breaks? What do high-heeled shoes do on a marble floor? What does falling rain do on a tin roof?

- tick tock _____
- hum _____
- fizz _____
- zoom _____
- meow _____
- ding dong _____



Use onomatopoeia to complete each of the following sentences. Try to use some of the words from your list.

1. The dried leaves _____ underfoot as we walked through the woods.
2. The subway _____ to a stop as it pulled into the station.
3. The cat’s sharp claws _____ the upholstery to shreds.
4. The racing car _____ by at 140 miles per hour.
5. The well-oiled machine _____ quietly in the background.
6. When I opened the bottle of soda, it _____ in my face.
7. The windows _____ noisily as the wind grew stronger.
8. Some of the floorboards and wooden steps in our house are loose, so they _____ when you walk on them.
9. The siren _____, warning both drivers and pedestrians along the busy street to make a path for the approaching ambulance.
10. We _____ for air as smoke filled the room.



Think of a scene, such as the morning after a heavy snowfall, an approaching thunderstorm, or a walk down a busy city street. Use onomatopoeia to develop the scene so that the readers will hear the sounds. Then ask a friend or family member to read your writing and identify the onomatopoeia you used.