### Contents

#### Unit 1  Personal Writing

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Writing to Discover</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>Keeping a Journal</td>
<td>2</td>
</tr>
<tr>
<td>1.3</td>
<td>Writing a Personal Essay</td>
<td>3</td>
</tr>
<tr>
<td>1.4</td>
<td>Writing Autobiography</td>
<td>4</td>
</tr>
<tr>
<td>1.5</td>
<td>Writing a Poem</td>
<td>5</td>
</tr>
<tr>
<td>1.6</td>
<td>Keeping a Reader-Response Journal</td>
<td>6</td>
</tr>
<tr>
<td>1.7</td>
<td>Writing About Biography</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>Writing Process in Action</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Unit 2  The Writing Process

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Overview of the Writing Process</td>
<td>9</td>
</tr>
<tr>
<td>2.2</td>
<td>Prewriting: Getting Started</td>
<td>10</td>
</tr>
<tr>
<td>2.3</td>
<td>Prewriting: Identifying Purpose and Audience</td>
<td>11</td>
</tr>
<tr>
<td>2.4</td>
<td>Prewriting: Gathering Information</td>
<td>12</td>
</tr>
<tr>
<td>2.5</td>
<td>Drafting: Turning Notes into Paragraphs</td>
<td>13</td>
</tr>
<tr>
<td>2.6</td>
<td>Drafting: Writing Unified Paragraphs</td>
<td>14</td>
</tr>
<tr>
<td>2.7</td>
<td>Drafting: Ordering the Details</td>
<td>15</td>
</tr>
<tr>
<td>2.8</td>
<td>Drafting: Writing Coherent Paragraphs</td>
<td>16</td>
</tr>
<tr>
<td>2.9</td>
<td>Revising: Improving Paragraphs</td>
<td>17</td>
</tr>
<tr>
<td>2.10</td>
<td>Editing/Proofreading: Final Checking</td>
<td>18</td>
</tr>
<tr>
<td>2.11</td>
<td>Publishing/Presenting: Sharing Writing</td>
<td>19</td>
</tr>
<tr>
<td>2.12</td>
<td>Explaining Theme</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Unit 3  Descriptive Writing

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Writing a Descriptive Paragraph</td>
<td>21</td>
</tr>
<tr>
<td>3.2</td>
<td>Using Descriptive Language</td>
<td>22</td>
</tr>
<tr>
<td>3.3</td>
<td>Describing an Imaginary Place</td>
<td>23</td>
</tr>
<tr>
<td>3.4</td>
<td>Describing an Imaginary Person</td>
<td>24</td>
</tr>
<tr>
<td>3.5</td>
<td>Analyzing Character Descriptions</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Writing Process in Action</td>
<td>26</td>
</tr>
</tbody>
</table>
## Narrative Writing

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Writing Simple Narratives</td>
<td>27</td>
</tr>
<tr>
<td>4.2 Developing Conflict in Narrative</td>
<td>28</td>
</tr>
<tr>
<td>4.3 Writing Dialogue</td>
<td>29</td>
</tr>
<tr>
<td>4.4 Using Anecdotes</td>
<td>30</td>
</tr>
<tr>
<td>4.5 Writing a Sports Narrative</td>
<td>31</td>
</tr>
<tr>
<td>4.6 Writing About Suspense</td>
<td>32</td>
</tr>
<tr>
<td>4.7 Analyzing Point of View in a Narrative</td>
<td>33</td>
</tr>
<tr>
<td>4.8 Writing Process in Action</td>
<td>34</td>
</tr>
</tbody>
</table>

## Expository Writing

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Explaining and Informing</td>
<td>35</td>
</tr>
<tr>
<td>5.2 Going into Detail</td>
<td>36</td>
</tr>
<tr>
<td>5.3 Explaining How To</td>
<td>37</td>
</tr>
<tr>
<td>5.4 Explaining Cause and Effect</td>
<td>38</td>
</tr>
<tr>
<td>5.5 Classifying a Subject</td>
<td>39</td>
</tr>
<tr>
<td>5.6 Comparing and Contrasting</td>
<td>40</td>
</tr>
<tr>
<td>5.7 Writing with Graphics</td>
<td>41</td>
</tr>
<tr>
<td>5.8 Writing a Feature Article</td>
<td>42</td>
</tr>
<tr>
<td>5.9 Answering an Essay Question</td>
<td>43</td>
</tr>
<tr>
<td>5.10 Comparing and Contrasting Two Myths</td>
<td>44</td>
</tr>
<tr>
<td>5.11 Writing Process in Action</td>
<td>45</td>
</tr>
</tbody>
</table>

## Persuasive Writing

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Writing Persuasively</td>
<td>46</td>
</tr>
<tr>
<td>6.2 Using Evidence Effectively</td>
<td>47</td>
</tr>
<tr>
<td>6.3 Checking Reasoning</td>
<td>48</td>
</tr>
<tr>
<td>6.4 Using Language to Advantage</td>
<td>49</td>
</tr>
<tr>
<td>6.5 Writing an Editorial</td>
<td>50</td>
</tr>
<tr>
<td>6.6 Writing a Movie Review</td>
<td>51</td>
</tr>
<tr>
<td>6.7 Writing Process in Action</td>
<td>52</td>
</tr>
</tbody>
</table>

## Answers

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers</td>
<td>53</td>
</tr>
</tbody>
</table>
1.1 Writing to Discover

Key Information
You can learn a great deal about yourself by freewriting, by making observations, by remembering feelings and experiences, and even by sketching yourself.

A. Learning About Yourself
Here’s one more way to learn about yourself. Answer the following questions. Then record how you feel about your answers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Comments, Feelings, Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you do best?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you find hardest to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your favorite color?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number? Flavor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you could spend a day doing anything you wanted, what would it be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What makes you a little different from everyone else?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Writing About Who You Are
Use the material in the chart to write a paragraph about what makes you unique. Imagine that you are writing to help a new teacher understand your unique personality and abilities. Use a separate sheet of paper. Suggestion: Begin with a topic sentence that states the particular item or items from the chart on which you will focus.
A. Practicing Journal Entries

This exercise should show you how easy it is to make journal entries. Follow the directions in each numbered item. Make sure you write about something that you are willing to share with your teacher.

1. Imagine you just did something really silly. Write an exclamation that tells how silly you feel.
   ______________________________________________________________________________

2. Write a sentence that tells about the silly thing you did.
   ______________________________________________________________________________

3. Write a sentence describing the reactions of people around you to your action.
   ______________________________________________________________________________

4. Write a sentence that tells what you or someone else said about the situation.
   ______________________________________________________________________________

5. Write a sentence telling what you’ll always remember about that moment.
   ______________________________________________________________________________

B. Making Your Own Journal Entries

Now try your hand at writing a journal entry on your own. Write about either an imaginary experience or an actual one. Think of something you might want to look back on and remember. You might want to make up an adventure for yourself. Explain the experience, how you felt, and perhaps what you learned from it. Make sure you write about something that you are willing to share with your teacher.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Key Information

Journals are places in which to store thoughts, feelings, and wishes, as well as your reactions to life. You need not share them with anyone.
1.3  Writing a Personal Essay

**Key Information**

A **personal essay** reflects your thoughts and feelings on a topic you know about. It can be organized formally—with an introduction, a body, and a conclusion—or in an informal, loosely organized style.

■ **A. Getting Started**

You’ve decided to write an essay on how one’s choice of clothing reveals a person’s inner self. Here’s an idea to get you started. Keep adding arrows and thoughts to see where your ideas take you.

- stylish clothes versus casuals. . . no, that’s not it
- the collegiate look? the windblown look? the **really grungy** look?
- no-o-o, it’s not so much the clothes as the way they’re worn

■ **B. Drafting the Essay**

Continue with the topic above, or use the arrow method to get some similar thoughts flowing on another topic. Compose a first draft. To write a traditional essay, organize your thoughts by topics. To use a breezier style, start with an anecdote, a little clothes-related story that really happened. Later, if you choose, you may turn your draft into a finished essay. Use additional paper to write your essay.
A. Writing a Snappy Beginning

Your attitude toward what you write shows in your very first word. So begin with confidence and style! Follow the directions to try some snappy openers.

1. Write a sentence about yourself beginning “You’d never guess that ____________________________________________________________________________.”

2. Write a sentence that begins “Today while (doing something ordinary) ____________________________________________________________________________
   I suddenly remembered ____________________________________________________________________________.”

3. Write a sentence beginning “When I was only _____ years old, I thought that ____________________________________________________________________________.”

4. Write an opener that begins “Did you see that _____? It reminds me about the time I ____________________________________________________________________________.”

5. Write a sentence that begins with a sound word such as CLANG-G-G! (school bell?) or Brrr-ring! (alarm clock? phone?) and see what memory it leads to.

B. Writing the First Paragraph of a Sketch

Use your best beginning above, or think of another one like it. Then write just the beginning of an autobiographical sketch. Think hard about the incident you’ve begun with, then go with it. If you feel yourself verging onto another topic, stop.
A poem is an intensely vivid statement of a feeling, idea, or thought. It may be rhymed or unrhymed, but it often includes such figures of speech as simile, metaphor, and personification, as well as strong sensory appeal.

A. Searching for That Intensely Vivid Moment

What sudden, vivid awareness do you sometimes have when you look at something ordinary? Do you see it as if you’d never seen it before? For each object below, write the phrase, figure of speech, color, or sound image it suggests.

1. the deep blue of a lake
2. the rumble of distant thunder
3. the trust in a pet’s eyes
4. the center of a flower
5. the sharpness of winter wind
6. the warmth of a smile
7. one translucent drop of rain
8. a shivering bird on a bare branch
9. one blade of summer grass
10. the wail of a faraway train

B. Getting the Image onto Paper

Choose your most vivid image from Part A and write, in poem form, the thoughts and feelings that come to you. Use figures of speech if they help express your ideas. You might wish to strive for the light touch of a haiku.
A. Sorting Out Your Thoughts

Think of a piece of literature that impressed you, and use the following questions to begin responding to it. Name the literature in your first answer.

1. What was it that impressed you overall?
   __________________________________________________________
   ______________________________________________________________________
   __________________________________________________________

2. What character did you feel closest to?
   __________________________________________________________
   ______________________________________________________________________
   __________________________________________________________

3. What did you like about the way the writer used words?
   __________________________________________________________
   ______________________________________________________________________
   __________________________________________________________

4. What chapter, paragraph, or verse do you still remember?
   __________________________________________________________
   ______________________________________________________________________
   __________________________________________________________

5. What did you take away from this piece of literature that relates somehow to your own life?
   __________________________________________________________
   ______________________________________________________________________
   __________________________________________________________

B. Making Your Response

Write a passage that pulls together your impressions and recollections from Part A. Your most personal response will come from the point that elicited your strongest reaction, so you may want to begin with that one. Then follow where it leads.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
                                                                                     

Key Information

A reader-response journal may be a separate notebook or part of an ongoing personal journal. In it you can record reactions to literature. You may sometimes draw parallels from your reading to situations in your own life.
A biography is an account of a person’s life written by someone else. One good way to respond to a biography is to “interview” its subject.

A. Conducting an “Interview”

First, choose a subject whose biography you have read or whose life you are interested in. Your subject might be Abraham Lincoln or your great uncle Zeke. Be sure you’re familiar with your subject’s biography. Then focus on a period during which the subject made his or her greatest accomplishments. Imagine that you are actually interviewing your subject. Work alone or with a partner to answer these questions as your subject might.

1. What were you most afraid of at the time? What were you most confident of?

______________________________________________________________________________
______________________________________________________________________________

2. Where did you think your work would lead? Did it turn out as you expected?

______________________________________________________________________________
______________________________________________________________________________

3. How did the public react to your accomplishments at the time?

______________________________________________________________________________
______________________________________________________________________________

4. Which aspect of your work gave you the most satisfaction? Why?

______________________________________________________________________________
______________________________________________________________________________

5. How do you want future generations to remember you?

______________________________________________________________________________
______________________________________________________________________________

B. Responding to the Biography

This time go beyond the interview format to respond to your chosen subject’s biography in your own way. What are your thoughts about this person’s life? Your responses may reflect your answers from Part A, or they may go off in different directions.
Key Information

An autobiographical sketch is personal writing about a significant event or period in your life. Including comparisons and dialogue are two ways to make your autobiographical writing more engaging and more authentic.

A. Writing Comparisons

Write one or two sentences comparing each of the following items with an object, animal, or idea. Your sentences should reveal key traits or your feelings about each item being compared.

1. a person _______________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

2. an event _______________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

3. a place _______________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

4. a season _______________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

B. Writing Authentic Dialogue

In the excerpt from I Know Why the Caged Bird Sings, Maya Angelou uses a dialogue between two individuals to illustrate contrasts. Think of the differences between your typical speech patterns and those of someone else you know, such as a relative, friend, or employer. Write a dialogue of at least two or three exchanges between you and this other individual. Use both the content and the language of the conversation to reveal differences and similarities in background and personality.
A. Prewriting

Jot down some ideas on a topic that interests you. Consider using charts or word webs to help clarify your ideas. You may need to do this for more than one topic to figure out which one will work for you. As your topic becomes clearer in your mind, identify a purpose and an audience.

Topic: ____________________________________________________________

Purpose: __________________________________________________________

Audience: __________________________________________________________

B. Drafting

Write three related sentences about your topic. Don’t worry about format; just get your ideas on paper.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

C. Revising

Go back to the sentences you wrote above, and use a different color pen or pencil to make changes. Be sure all three of your sentences deal with the same topic and that they flow smoothly together. Change any inexact words to make the sentences sound more polished.

D. Editing/Proofreading

Write your revised sentences on the lines below. Then use a different color pencil to correct any spelling, punctuation, and capitalization errors you find.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

E. Publishing/Presenting

Write your three final sentences below. Think of a good way to share them.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Key Information

During **prewriting** you explore ideas and decide what to write about. In **drafting** you set your thoughts on paper. When **revising** you evaluate your work as a whole, pulling the pieces together to make sense. In **editing/proofreading** you correct your spelling, grammar, and mechanics. Finally, in **publishing/presenting**, you share your work to demonstrate its best qualities.
2.2  Prewriting: Getting Started

Key Information

Four good prewriting techniques are freewriting, collecting information, listmaking or brainstorming, and questioning. Before drafting, narrow your focus to fit the length specified in your assignment.

A. Freewriting

Imagine that you’re going to write a short paper on your family history. Below, do some freewriting on the subject.


B. Collecting Information

Talk to a family member about the assignment. Collect some interesting facts to use in the paper. Write them here.


C. Listmaking/Brainstorming

Use the space below to make lists of events and memories that may be useful.

___________________________________  ___________________________________
___________________________________  ___________________________________
___________________________________  ___________________________________

D. Questioning

Look back at the ideas you’ve generated and choose the most interesting one. Then ask the five who, what, where, when, why, and how questions to help generate more information.

Who? ___________________________________________________________________
What? __________________________________________________________________
Where? __________________________________________________________________
When? ___________________________________________________________________
Why? ___________________________________________________________________
How? ___________________________________________________________________

E. Narrowing Your Topic

Select a topic from among all of your ideas on this page. Write several paragraphs on a separate sheet of paper. Be sure that you narrow your topic appropriately for a short, one-page paper.
2.3 Prewriting: Identifying Purpose and Audience

Key Information

First, before you begin, know your purpose or purposes for writing. Second, know your audience. Think how much your readers know about the topic, and determine the language and tone you’ll need to communicate with them.

A. Clarifying Purposes

List two purposes for writing about each topic below. Then study what you’ve written. If both are good and you can handle them together, leave them alone. If one is clearly superior or if it might be hard to deal with both at once, cross out the one you probably won’t use.

1. a neighborhood dump site
   ________________________________________________
   ________________________________________________

2. the school science curriculum
   ________________________________________________
   ________________________________________________

B. Communicating with an Audience

Think about the topics above. For each one, list a possible audience. Then describe (a) how much you think the audience knows about the topic and (b) what kind of language you’ll use to address the audience you’ve identified.

1. audience: ____________________________________________
   how much they know: ____________________________________
   language to use: _________________________________________

2. audience: ____________________________________________
   how much they know: ____________________________________
   language to use: _________________________________________

C. Checking Language and Tone

Rewrite each sentence below to communicate better with the audience to whom it was addressed. Write on a separate sheet of paper.

1. So, Mayor, you’d better get this dump site outta our neighborhood.

2. Neighbors, the levels of chlorofluorocarbons, phosphates, aldehydes, and sulfides in that dump are atrocious.

3. Yes, fellow educators, I am here to tell you how we plan to change that miserable, old science curriculum into one that actually will work in the new century.

4. It’s this way, voters. Either you give our schools more money, or in a few years we’ll all be too dopey to get jobs and pay your pensions!
2.4 Prewriting: Gathering Information

Key Information
Libraries provide valuable material on topics dating from prehistoric ages to the present. Interviews are excellent sources of first-hand information.

A. Using the Library
Imagine that you’re writing a short paper on memorable women in history. Explain how the following books and online materials might be useful.

1. a card catalog subject card entitled WOMEN: PROFESSIONS

2. a computer database

3. a book on the American Civil War

4. the reference Books in Print

5. the reference series Current Biography

B. Conducting Interviews
You’re still writing the same paper as in Part A. Explain how you would prepare for and conduct each interview below.

1. You go back to your elementary school to interview your sixth-grade teacher, who knows about notable women from the past two hundred years.

2. You’re granted a special interview with Barbara Bush, who has agreed to discuss the First Ladies she has known.

3. You talk with your grandmother who knew the famous American painter, Georgia O’Keeffe.
2.5 Drafting: Turning Notes into Paragraphs

**Key Information**

A paragraph is a group of related sentences on a single topic. It includes a main idea and several supporting details that clarify or extend the main idea.

**A. Choosing Supporting Details**

Write two supporting detail sentences for each main idea sentence below.

1. When I was little, no one ever dared call me a ‘fraidy-cat.
   
   I once _________________________________________________________________________
   
   Another time, ___________________________________________________________________
   
2. You might not believe this, but I just love to cook.
   
   ______________________________________________________________________________
   
   ______________________________________________________________________________

**B. Writing a Topic Sentence**

Read the following details about early nineteenth-century Australia. Then write a topic sentence that pulls the details together.

— 1787: Captain Arthur Phillip and 1,100 passengers, 750 of whom were British convicts, founded a penal colony named Sydney
— Annexed eastern half of Australia, named New South Wales
— Soldiers stationed at colony later settled on land
— Although free settlers from Britain came slowly, new colonies gradually formed.
— Gold discovery in 1851 caused dramatic increase in population.

**C. Organizing a Paragraph**

Organize these mixed-up details into a logical paragraph. Be sure to create a topic sentence for your paragraph from some of the details. Write your paragraph on another sheet of paper.

- Aboriginal influence great for names of places, trees, animals
- pidgin English—one of trademarks of Australian English
- observed by new arrival less than decade after Captain Phillip’s landing—mixture was standard spoken by both English settlers and Aborigines
- number of Aboriginal words in Australian English quite small
- about one third of all Australian place names Aboriginal
- visitors to new colonies noticed pidgin English springing up between settlers and Aborigines

**D. Writing an Original Paragraph**

Now write your own paragraph, topic sentence and all, on another sheet of paper. Use any topic for which you have already gathered information. Consider your paragraph to be a source of information for a classmate.
Key Information
In a unified paragraph all the sentences relate to its stated or unstated main idea. Supporting details might be sensory details, examples or incidents, facts and statistics, or reasons.

A. Choosing Details According to Purpose
For each of the following main ideas, write two detail sentences based on the idea in parentheses.

1. The United States is the best place in the world to live. (reasons)

2. Some people see me as a _____ person, but I’m really ____. (examples/incidents)

B. Writing for Your Own Purpose
Write three detail sentences for the topic sentence below. You choose the kinds of details that will suit the topic.

If I could choose my home state, it would certainly be ________________________

C. Drafting an Original Paragraph
Write a paragraph on a familiar topic such as family, friends, or activities. Include a topic sentence and detail sentences that develop the topic using at least one of the four kinds of supporting details.
2.7 Drafting: Ordering the Details

Key Information
Writing details in logical order gives a sense of wholeness to your work. Details can be arranged in order of importance or in chronological, spatial, or cause-and-effect order.

A. Recognizing Effective Order of Details
Read each of the following topic sentences. Write down which kind of order you think would best develop each topic.

1. If Egon hadn’t called me a coward when I was five, I might never have become a stunt pilot.

2. I’ve learned three good rules for healthful living, each one more effective than the one before it.

3. It all started last Tuesday when I broke my glasses.

4. The one-hundred-gallon fish tank at the north end defined the character of the room.

5. When Frank Mendoza invented the Sierra Sizzle, a whole new era in dance was born.

B. Choosing Effective Order of Details
In each of the following spaces, write a topic sentence for a possible paragraph. Then, write which kind of order you think would best develop the topic.

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

C. Turning a Topic Sentence into an Ordered Paragraph
Choose one topic sentence from those above and develop it into a paragraph of your own. Be sure it follows one of the formats referred to in this lesson.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
**Key Information**

In a coherent paragraph all the sentences are clearly and logically connected. **Transitional expressions, repetitions, synonyms, and pronouns** build coherence.

---

**A. Using Transitions, Synonyms, and Pronouns for Coherence**

Read the following sentences. Then underline the words and phrases that help make these sentences a coherent paragraph. Above each word or phrase you underline, write **t**, **s**, or **p** to indicate whether the underlined item is a transition, a synonym, or a pronoun.

1. No one expected Marta to fly the cargo plane; however, she got in anyway.
2. First she started the engine; then she lowered the flaps and taxied down the runway.
3. We just couldn’t believe our classmate was flying that airborne mailbag, although we were standing there watching her.
4. Above, the jet streaked across the sky, then looped and dived toward earth.
5. Back on the ground again, Marta explained: she had been a licensed pilot for years but had just never thought to mention it.

---

**B. Writing Coherently**

Try freewriting about an important event in your life. Then go back and build coherence. Rearrange thoughts to arrive at a logical order. Add words and phrases to create complete sentences and tie your ideas together. Write additional sentences as needed and delete sentences or parts of sentences that cause problems.
2.9 Revising: Improving Paragraphs

Key Information

It’s a good idea to set aside each draft for a day or two. Then give it three separate readings: one for meaning, one for unity, and one for coherence.

A. Revising for Meaning

Using three different colors of pens or pencils, revise the paragraph below. Use any revising symbols with which you’re familiar. Use the first color to revise for meaning. One or more sentences may be omitted in order to achieve unity and coherence.

The Gateway Arch is in Saint Louis along the western shore of the Mississippi River. Saint Louis is the largest city in Missouri. To be more specific, the Arch is in the Jefferson National Expansion Memorial. Saarinen wanted to celebrate the role of Saint Louis as “Gateway to the West.” This stainless-steel structure was designed by Eero Saarinen. It is, by the way, 629.5 feet high. This makes it the tallest monument in the United States. The monument has small cars inside it that carry people to the top for a spectacular view.

B. Revising for Unity

Use the pen or pencil in a second color to revise the paragraph for unity.

C. Revising for Coherence

Use the pen or pencil in a third color to revise the paragraph for coherence.

D. Checking Your Revisions

Copy your revised paragraph below. Be sure that its meaning is clear and that it flows smoothly.
2.10 Editing/Proofreading: Final Checking

Key Information

When you **edit for sense**, check that you’ve said what you mean. When you **proofread**, look for errors in spelling, punctuation, and capitalization.

**A. Editing for Sense**

Read the following paragraph and make any corrections it needs for sense. Mark your corrections with a regular pen or pencil.

Barney woke just as the sun was coming up and felt like a slice of toast. Glancing out the window the beach was deserted. A slite breeze ruffled the feathers of gulls looking for breakfast. One gull finding an oyster flew with it up to about twenty feet and droped them onto the rocks below. Yes, all was the same. Barney picked up a towel he walked out onto the warm sand.

**B. Editing to Help Your Peers**

Exchange this paper with a classmate. Study the editing he or she has done on the paragraph above. If you think more corrections should be made, use a red pencil to add your corrections.

**C. Proofreading and Marking a Paragraph**

Go back to your own copy of the paragraph in Part A and proofread it. Use a pencil with blue lead to mark corrections in spelling, punctuation, and capitalization. Use the proofreading symbols listed in your textbook.

**D. Making a Clean Copy**

Finally, write the revised paragraph below.

---

---
A. Finding a Forum for Writing

Next to each of the following kinds of writing, write down what you think the best method of presentation would be. Be as specific as possible.

1. a persuasive essay

2. short story

3. a cartoon about school life

4. a one-act play

5. a book review

6. a poem

7. a humorous essay about life in your town

8. a character sketch of a classmate

9. a photo essay on school spirit

10. an article on the history of your state

B. Adapting Writing to a Particular Forum

Imagine that you wrote the humorous essay in item 7 above. Write down how you might adapt it for each of the following forums.

1. the school newspaper

2. a drama magazine

3. Cricket (a magazine for elementary-school children)

4. a segment on a local TV news broadcast

5. a speech tournament
Explaining Theme

Key Information

A **theme** is a generalization about life or human nature expressed through a piece of literature. To identify the theme of a story, try freewriting about it. To support your idea about the theme, analyze characters, setting, and plot.

**A. Identifying Story Themes**

Circle one of the following stories or choose another that you remember well. Freewrite to identify the theme for the story. Then write your version of the theme.

“The Fisherman and His Wife”
“The Three Little Pigs”
“Snow White”
“Beauty and the Beast”

**B. Supporting a Theme**

Now jot down ideas about characters, setting, and plot to support your notion of the story’s theme.

Notes about characters: ________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Notes about setting: _________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Notes about plot: ___________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

**C. Writing a Paragraph About Theme**

Use your work above to write a paragraph. Begin with a topic sentence that identifies your chosen story and its theme. Then select from your notes three points that best support your idea.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

---

2.12 Writing About Literature

Explaining Theme

A **theme** is a generalization about life or human nature expressed through a piece of literature. To identify the theme of a story, try freewriting about it. To support your idea about the theme, analyze characters, setting, and plot.

**A. Identifying Story Themes**

Circle one of the following stories or choose another that you remember well. Freewrite to identify the theme for the story. Then write your version of the theme.

“The Fisherman and His Wife”
“The Three Little Pigs”
“Snow White”
“Beauty and the Beast”

**B. Supporting a Theme**

Now jot down ideas about characters, setting, and plot to support your notion of the story’s theme.

Notes about characters: ________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Notes about setting: _________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Notes about plot: ___________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

**C. Writing a Paragraph About Theme**

Use your work above to write a paragraph. Begin with a topic sentence that identifies your chosen story and its theme. Then select from your notes three points that best support your idea.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
3.1 Writing a Descriptive Paragraph

Key Information
An effective description contains details that evoke a single mood. A topic sentence helps establish the mood and ties the supporting details together.

A. Identifying Details to Establish Mood
The following descriptive paragraph fails to evoke a consistent mood. The details clash and confuse the reader. Identify the two moods conveyed by the paragraph, and list the details that support each mood.

The sun shone brightly on the quiet, suburban street. The light filtering through the leafy trees cast eerie patterns on the pavement. Children played happily in front of the house, although they were careful to hide behind their freshly painted, sparkling, white picket fence whenever a car drove by. The children’s laughter blended with the lively and cheerful music drifting through an open window. Only the distant but approaching wail of a siren threatened to disturb their pleasant harmony. It was a typical summer’s day in Anytown, U.S.A.

Mood 1 __________________________ Mood 2 __________________________
___________________________________ ___________________________________
___________________________________ ___________________________________
___________________________________ ___________________________________
___________________________________ ___________________________________

B. Choosing Details to Project a Single Mood
Prepare to write a new paragraph based on the scene in the paragraph you just read. First decide which single mood you want to project. Then list new details that support that mood.

C. Writing the Paragraph
Now write a new paragraph that communicates a unified impression. Feel free to place your topic sentence at the beginning or end of the paragraph, and write supporting details that help transport the reader to the scene.
3.2  Using Descriptive Language

**Key Information**

When you write descriptively, choose specific words with connotations that re-create your vision and make your writing more lively.

- **A. Identifying Connotations**

The word pairs below have similar dictionary definitions, but their connotative meanings are very different. Supply the connotative meaning of each word.

*Example: pale/ashen*  
Pale: faint, delicate color; ashen: deathly white

1. fantastic/bizarre
2. slender/skinny
3. fashion/fad
4. hint/insinuate
5. run/flee

- **B. Using Precise Nouns and Vivid Modifiers**

Replace the general nouns and modifiers below with two increasingly specific words.

*Example: vehicle*  
Truck  pickup

1. play
2. entertainment
3. happy
4. money
5. sad

- **C. Conveying a Feeling or Vision**

You have been asked to write a descriptive paragraph that will appear in a general study on city, suburban, and rural life. Choose one of the following scenes, and use descriptive language to convey a particular feeling or vision. Be sure to pay attention to connotative meanings, and use specific words wherever possible.

- A summer meadow just before a storm
- A suburban shopping mall
- Rush hour in the city
- Winter in the city

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Name**........................................................................................................
**Class**..................................................
**Date**................................
A. Discovering Your Imaginary Place

Once you have an idea for an imaginary place, explore it by answering the following questions.

1. What does the place look, sound, smell, feel, and taste like?_______________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

2. What real place does it resemble? ___________________________________________________
   ________________________________________________________________________________

3. What work and leisure activities take up the inhabitant’s time?____________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

4. What do the inhabitants eat?_______________________________________________________
   ________________________________________________________________________________

B. Generating Details That Convey a Specific Mood

Now determine the mood of your imaginary place. Does it move you with its beauty, make you ache with loneliness, lull you to sleep, or frighten you out of your wits? Once you’ve determined the mood, generate some sensory details that you could use to convey that mood.

Mood:______________________________ ___________________________________
   _____________________________________ ___________________________________
   _____________________________________ ___________________________________
   _____________________________________ ___________________________________
   _____________________________________ ___________________________________

C. Organizing the Details

After you have generated descriptive details for your imaginary place, draft your description. Be sure to organize the relevant details using a method that works well for your scene.
3.4 Describing an Imaginary Person

**Key Information**

When you describe an imaginary character, you should include details that give the character a three-dimensional personality. Add quirks and traits that seem a little inconsistent with your character's personality to help bring him or her to life.

- **A. Getting to Know Your Imaginary Character**
  
  Once you have an idea of what kind of person your imaginary character is, get to know him or her by answering the following questions.

  1. What do you notice first about the character’s appearance? Does your character have any physical traits that stand out?

  2. How does your character carry himself or herself? Does he or she walk or talk in a distinct way? If you talked to or touched your character, what would you see, smell, hear, or feel?

  3. How would you describe your character’s personality? Is there something about it that sets your character apart from others? Does he or she have a daily routine? How old is your character? Does your character act his or her age?

- **B. Generating Details That Make Your Character Come to Life**

  Use the answers to the questions above to generate vivid, descriptive details that will bring your character to life. As you write details, think about what makes your character seem like a “real” person. Does your character have any bad habits or quirks? Does he or she have inconsistencies?

- **C. Organizing the Details**

  After you have generated details for your imaginary character, draft a description. Organize your details in a way that captures the essence of your character and brings your character to life. Continue on another sheet of paper.
A. Organizing Your Reactions to Characters

Select three characters from a book or story you have recently read. Then complete the chart below to help you analyze the characteristics of each one.

<table>
<thead>
<tr>
<th>Name of Work</th>
<th>First Character</th>
<th>Second Character</th>
<th>Third Character</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Character’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Character’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Character’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Character’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Writing a Character Analysis

Now choose one of the characters you analyzed, and write two paragraphs about him or her, incorporating ideas from your chart. Continue on another sheet of paper.
3 Writing Process in Action

**Key Information**

An effective description of a place conveys a mood and an overall picture to the reader. The sensory details are presented in logical order and are written in language chosen for its precision and vividness.

**Organizing Details**

Read each of the items below. Use a separate sheet of paper to do some freewriting to discover details. Then use the organizational method specified in each exercise to write a descriptive paragraph on the lines below.

1. Envision a specific car. What car model is it? Include at least five details about the car. Present the details in the order of importance.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Envision your school cafeteria. Use left to right spatial order to point out at least five details about the cafeteria.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
4.1 Writing Simple Narratives

Key Information

All narratives contain characters, setting, and plot. Characters are the individuals in a story, setting establishes its time and place, and plot is the sequence of events that occur in a story. The plot may contain a conflict, a struggle that triggers the action.

A. Using Character to Develop a Narrative

Think about an interesting family member or friend who can serve as the model for a character. Then use the questions below to help you generate material that you can use in a story about this character.

1. What does the character look like? __________________________________________________  
   ____________________________________________________________________________  
   ____________________________________________________________________________  

2. Describe the setting in which the character lives. _______________________________________
   ____________________________________________________________________________  
   ____________________________________________________________________________  

3. How does this setting affect the character? ____________________________________________
   ____________________________________________________________________________  
   ____________________________________________________________________________  

4. Freewrite about another character and place him or her in the same setting. What conflict between the two characters might occur? _____________________________________________
   ____________________________________________________________________________  
   ____________________________________________________________________________  

5. Will the conflict cause the characters to change? If so, in what ways? _______________________
   ____________________________________________________________________________  
   ____________________________________________________________________________  

B. Plotting Events in a Narrative

Now that you have created characters, setting, and conflict for your narrative, try organizing its sequence of events in chronological order. Think about how the conflict might begin and how it might be resolved. List the events in your narrative on the lines below, or create a timeline.
A. Brainstorming About Conflict

Imagine that you have moved with your family to a place that contrasts sharply with where you live now. If you live in a rural area, imagine that you have moved to a city. If you live in an urban area, imagine that you have moved to the country. First, write the name of the place that is your new home. Then brainstorm to come up with an idea for each type of conflict listed below.

New home: ________________________________________________________________________

Conflict with another person:__________________________________________________________

Conflict with nature:_________________________________________________________________

Conflict with society: ________________________________________________________________

Conflict with self: ___________________________________________________________________

B. Developing Conflict

Choose one of the conflicts that you listed above. On a separate sheet of paper, use prewriting techniques to create a climax and the resolution of the conflict. Finally, on the lines below write a paragraph summarizing the conflict. Explain how the conflict begins, builds to a climax, and eventually becomes resolved.

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Using Dialogue to Reveal Character

Imagine that you are riding in a car with two family members who differ in age and personality. You have all just attended a movie, play, concert, or sporting event. Now write a dialogue in which you and the other characters discuss the event. Use language that reflects the characters’ ages and personalities and that reveals their relationships with one another. Try to create realistic dialogue that brings the characters to life.

```dialogue

Character A: I thought the movie was really good. What did you think?
Character B: I agree. It was a great choice.
Character C: I was a bit disappointed. I thought it was overrated.
Character A: Why do you say that?
Character C: I found the characters flat and the plot predictable.
Character B: I can see your point, but I thought the acting was superb.
Character A: Yeah, I have to admit I was moved by the emotional scenes.

```

```dialogue

Character A: I think we should go to the stadium next weekend. What about you?
Character B: I’d love to. The game is always exciting.
Character C: I’m not a big fan of sports. Maybe we can do something else.
Character A: How about going to the museum?
Character B: That sounds like a great idea. It’s a nice change of pace.
Character C: I think I’ll go with you two. It’s been a while since I’ve visited.

```

```dialogue

Character A: We really need to budget our money better. How do you think we can do that?
Character B: I was thinking we could start a savings plan and cut back on unnecessary expenses.
Character C: I think we should also keep track of our spending. That might help.
Character A: That’s a good idea. I’ll make a list of everything we spend on.
Character B: Great. We’ll be able to see where our money is going and cut back where we can.
Character C: I’m really glad we’re working on this together. It feels like we’re getting our finances in order.

```

```dialogue

Character A: I’m thinking of taking a trip to Europe next year. What about you?
Character B: I’d love to go. It’s been on my bucket list for a long time.
Character C: I’m not sure. It’s expensive.
Character A: Don’t worry, we can plan it in stages. We can start with a one-week trip and build up from there.
Character B: That sounds like a great plan. It’s nice to have something to look forward to.
Character C: I agree. I’m excited already.

```
Generating Anecdotes

On a separate sheet of paper freewrite to come up with an anecdote that illustrates one of the statements given below. You may draw on incidents from your own life or invent an anecdote that illustrates the statement. Then draft your anecdote below, using dialogue to enliven it.

1. A particular character is generous.
2. A particular adult has a childish nature.
3. A child can sleep anywhere.
Selecting Details for a Sports Narrative

Read the following details from a fictional basketball game between two real teams. Decide which details you would use in a sports narrative based on the game. Cross out, renumber, or annotate items as you consider how to put the narrative together. You may want to chart the action that develops the conflict to help you identify the important events. Then write your narrative on a separate sheet of paper, using vivid action verbs and sensory details to help bring your story to life.

1. The game was played at Richfield Coliseum near Cleveland, Ohio.
2. It was the thirty-sixth straight sellout there.
3. The final score was 113–110; the Chicago Bulls beat the Cleveland Cavaliers.
4. Michael Jordan (star guard for the Bulls) twisted his ankle and went out of the game with two minutes left in the first half.
5. Jordan scored 20 points in the first half.
6. The Bulls led 58–51 at halftime.
7. Jordan reentered the game with three minutes remaining and the Bulls trailing by 8 points. He was limping slightly.
8. The Bulls scored 10 unanswered points as the game was winding down. Six of the points were scored by Chicago forward Scottie Pippen.
9. Larry Nance (Cavalier forward) hit a fifteen-foot jump shot with four seconds left. The shot tied the game at 110.
10. After a Chicago timeout, Jordan hit a 3-point jump shot from the left baseline to give the Bulls the win.
11. Jordan finished with 27 points.
12. Pippen led all scorers with 33 points.
13. Craig Ehlo led the Cavaliers with 22 points.
14. The loss was the first the Cavaliers had sustained at home since the Bulls beat them a month ago.
15. The Chicago win was the team’s sixth in a row.
Writing About Suspense

Key Information

Writers may create suspense in a narrative by foreshadowing events to come and by withholding information and keeping the reader guessing. A writer may also use details in the descriptions of characters and setting, as well as events in the plot, to build suspense.

Analyzing Suspense in a Narrative

Read the short story excerpt below. Then write one or two paragraphs analyzing the techniques the writer uses to create suspense.

Literature Model

But her husband was on his hands and knees, groping wildly on the floor in search of the paw. If he could only find it before the thing outside got in. A perfect fusillade of knocks reverberated through the house, and he heard the scraping of a chair as his wife put it down in the passage against the door. He heard the creaking of the bolt as it came slowly back, and at the same moment he found the monkey's paw, and frantically breathed his third and last wish.

W. W. Jacobs, “The Monkey’s Paw”
Understanding Point of View

Read the excerpts below from three narrative works. On the lines provided indicate whether each story is told by a first-person narrator, a third-person limited narrator, or a third-person omniscient narrator. Then explain what effect the point of view has on the story and the reader.

1. One of the passengers was jarred out of his seat belt and began floating around the cabin. Lorl wanted to laugh, but she was too frightened. Another passenger gripped the leader rope that was strung down the center aisle, latched onto the floating victim, and helped him back to his seat. –Nancy L. Robison, “A Space-Shuttle Trip”

Write your analysis here:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. The niece thought no more of it; but Auntie did. She brooded over the strangeness of her long sight—over the seeing of faraway things that came nearer. She now kept that strangeness private to herself—secret; but sometimes something popped into a conversation before she could prevent it. –Philippa Pearce, “Auntie”

Write your analysis here:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. Every time, just before I take off in a race, I always feel like I’m in a dream, the kind of dream you have when you’re sick with fever and feel all hot and weightless. I dream I’m flying over a sandy beach in the early morning sun, kissing the leaves of the trees as I fly by. –Toni Cade Bambara, “Raymond’s Run”

Write your analysis here:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
4 Writing Process in Action

Key Information
By using the skills you’ve learned in this unit, you can write a narrative based on a conflict and resolution. You can choose a particular point of view from which to tell the story and use dialogue and anecdotes to enliven the narrative.

A. Prewriting
Look through your journal for ideas for a narrative. Then do some brainstorming on a separate sheet of paper to discover a problem or incident involving conflict. Map out the sequence of events in the problem or incident, and decide on the order in which you will present them. Finally, choose the point of view you will use.

B. Drafting
On your own paper start a draft by telling about the main conflict. Next, fill in information about characters, setting, and events that lead up to the conflict. Then write about events that resolve the complication. Be sure to include information about how characters change as a result of the conflict. When you have written the events of your narrative, look through your draft to discover where dialogue and anecdotes might enrich the narrative. Then write them into your draft.

C. Revising
Present your writing to one or two peer editors. Depending on their comments, you may find you need to go back and do some prewriting to invent more details to make the sequence of events clearer. You may also need to add or revise dialogue and anecdotes or withhold information to create suspense. As you revise your draft, look for ways to bring your story to life. Be aware of the connotations of words and of the mood or tone they create.

D. Editing/Proofreading
Check the paragraphing and punctuation of your dialogue. Then edit your sentences and paragraphs, making sure they are unified and coherent. Proofread for errors in grammar and spelling. Finally, create a clear copy of your story.

E. Publishing/Presenting
You may want to present your narrative to one or two of your peers again for their comments. After receiving their feedback, let your story sit for a couple of weeks before looking at it again and making revisions. At some point, you may want to create another clear copy and submit it to a magazine that publishes student writing.
5.1 Explaining and Informing

**Key Information**

Expository writing explains and informs, often in the form of an essay. Exposition may take the form of **definition, process, cause and effect, classification, or comparison-contrast**. Choose the expository format that best fits your purpose for writing.

A. Choosing an Expository Format

Select the format that you feel would work best for writing about each of the topics below. On the line after each topic, write in **definition, process, cause and effect, classification, or comparison-contrast**.

1. what DNA is ___________________________________________________________________
2. making my favorite pasta ___________________________________________________________________
3. fads in teen fashion ___________________________________________________________________
4. how jazz and rock are alike ___________________________________________________________________
5. how exercise tones the body ___________________________________________________________________
6. why owning a dog changes your lifestyle ___________________________________________________________________
7. the kinds of bears ___________________________________________________________________
8. how Justin learned to ski ___________________________________________________________________
9. why it’s better to commute by train than by car ___________________________________________________________________
10. the varieties of dracaena ___________________________________________________________________

B. Writing Thesis Statements for Exposition

Choose two topics from Part A and imagine that you will be writing a one-page paper about each of them. To help you narrow your focus, write a thesis statement for each topic. (Remember that a thesis statement is the main idea of a paper, written in sentence form.)

1. topic__________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. topic__________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
5.2 Going into Detail

**Key Information**

Facts, statistics, examples, sensory details, and reasons are kinds of supporting details that strengthen your expository writing. The kind of supporting details you need to include depends on your main and secondary purposes for writing, the format you have selected, and your audience’s level of knowledge.

**Selecting Appropriate Details**

Imagine you are writing a paper comparing and contrasting your community today with your community ten years ago. For each numbered purpose and audience named below, make up two appropriate supporting details, one of each type identified.

1. **purpose:** to show the desirability of the changes  
   **audience:** a close friend who moved out of the community
   - fact__________________________________________________________
   - sensory detail______________________________________________

2. **purpose:** to show your knowledge of community history  
   **audience:** a scholarship committee
   - statistics____________________________________________________
   - reason______________________________________________________

3. **purpose:** to interest readers in recent community changes  
   **audience:** community newspaper readers
   - example_____________________________________________________
   - fact or statistics__________________________________________

4. **purpose:** to interest your audience in the community  
   **audience:** a family, with two high school students, that is new to the community
   - sensory detail______________________________________________
   - your choice_______________________________________________
A. Troubleshooting a How-To

The following set of instructions was intended to teach a ninth-grader how to roller skate. Read the instructions and try to determine why they don’t work. Then, below the paragraph, explain what went wrong. Watch for errors in clarity, order, transitions, and general good sense.

Walk over to the edge of the rink and glide off. By the way, remember that roller skating is great exercise. In addition, don’t expect too much of it. Put on your skates, and tie the laces tight. I meant to tell you to hold on to the handrail first. As a result, you can stop with the rubber stop on your skate boot. Now glide a little, first one foot and then the other. What? Your feet feel numb? Don’t tie your laces too tight!

B. Writing It Right

Now that you know what can go wrong in how-to writing, write your own, avoiding the pitfalls that the writer fell into in Part A. Choose a process or activity that you know very well but that your classmates may not. Use the planning outline below to help you organize your explanation. Then draft your how-to on a separate sheet of paper. Don’t forget transitions!

1. Topic: ____________________________________________________________
2. Audience: ________________________________________________________
3. Possible sources of information: ______________________________________
4. Chronological list of steps: ____________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
5. Any special instructions: _____________________________________________
   ____________________________________________________________________
6. Result of process: ____________________________________________________
5.4 Explaining Cause and Effect

Key Information
To increase the effectiveness of your cause-and-effect writing, include a thesis statement in your first paragraph. Organize your facts from cause to effect or from effect to cause. Be sure to use appropriate transitions.

A. Choosing Cause to Effect or Effect to Cause

Whether you choose to organize your writing from cause to effect or from effect to cause depends on what you want to emphasize. Sometimes it’s better to begin with a dramatic effect, to capture your reader’s attention. Other times you might start with a cause and build to the effect. Read the two introductory passages below. Both begin an explanation of the power of a hurricane. Add a thesis statement to each one to complete the paragraph.

The wind howled, and the sea roared into Miami. Cars were lifted and tossed like tinfoil. Palm trees were ripped from the sand. Workers in seaside office towers watched horrified as sea water swirled below them and began to rise.

Hurricane Marta whispered its approach with a few high clouds. The winds picked up, and rush-hour workers leaned into it. No one seemed worried, though. Miami would feel only the edge of the storm, and even that was a day away.

B. Outlining a Cause-and-Effect Paper

Choose one of the papers begun in Part A and draft an outline of the body and conclusion in the space below. You should outline at least two body paragraphs, each focusing on a cause or an effect, and one paragraph that effectively concludes your paper.
5.5 Classifying a Subject

**Key Information**

When you classify a subject, you create groups that share common features. Groups should be mutually exclusive; each classified item should fit into one and only one group.

**A. Making Classifications**

Classify each of the following subjects into three categories according to the stated feature. Make your categories mutually exclusive. Then give two or more examples for each category. Item 1 has been done for you.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classify careers according to working environment.</td>
<td>outdoor occupations: telephone installer, mail carrier, gardener; office occupations: book designer, accountant, file clerk; school occupations: teacher, school nurse, school librarian</td>
</tr>
<tr>
<td>2. Classify pets according to what they live in.</td>
<td></td>
</tr>
<tr>
<td>3. Classify music according to type.</td>
<td></td>
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<tr>
<td>4. Classify food according to its source.</td>
<td></td>
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<tr>
<td>5. Classify books according to subject matter.</td>
<td></td>
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</tbody>
</table>

**B. Introducing a Classification**

Choose one of your classifications from Part A. On a separate sheet of paper, write a paragraph that can introduce an essay that develops the categories of the classification. Include a thesis statement, and list the categories that the essay will cover. If necessary, you may add categories to the three you listed in Part A.
5.6 Comparing and Contrasting

Key Information

To compare two things, look for ways they are alike. To contrast them, find how they are different. Venn diagrams are excellent prewriting charts for comparing and contrasting.

A. Finding Things to Compare and Contrast

Write comparison after each pair of items below if they are more alike than different. Write contrast if they’re more different than alike. Write comparison and contrast if they are about evenly divided between the two.

1. healthful foods: chicken soup and spinach _________________________________
2. colors: green and purple_______________________________________________
3. trees: Douglas fir and sequoia___________________________________________
4. kinds of writing: science fiction and historical fiction_______________________

B. Prewriting for a Comparison-Contrast Paper

Choose one of the ideas in Part A or one of your own in which the items have about as many similarities as differences. Then make a prewriting diagram showing two or three features of the subjects you’ll compare and contrast.

C. Planning the Paper

On a separate sheet of paper, do each of the steps below.

1. After evaluating the prewriting diagram you prepared, decide whether to use the subject-by-subject or feature-by-feature method of development.

2. Then determine how long your paper should be. You’ll need one paragraph each for an introduction and conclusion and one paragraph for each subject or feature you plan to compare and contrast.

3. Next, decide who your audience will be.

4. Finally, write the thesis statement for the paper, which will appear somewhere in the introduction, and the topic sentences for your remaining paragraphs.
5.7 Writing with Graphics

**Key Information**

Writers use **graphics** to present complicated information in a clear way. There are four main types of graphics: **maps**, **diagrams**, **tables**, and **graphs**. Label each graphic clearly, and make sure it relates to the writing around it.

- **Designing a Graphic**

Read the paragraph below. Then, in the space that follows, design a map, diagram, table, or graph that conveys all or part of the information given in the paragraph.

The population of the United States in 1990 was about 250 million, about 70 people per square mile. The population of Canada was about 25 million, about 6 people per square mile. The population of Mexico was about 90 million, about 120 people per square mile. The percent of the population over 60 years of age was about 15 in the United States, 15 in Canada, and 5 in Mexico.
5.8 Writing a Feature Article

**Key Information**

Feature articles provide the human-interest angle behind news stories. They begin with a lead that catches the reader’s interest. An effective lead might use a surprising detail, an anecdote, image, vivid description, portrait, or lively quote. Features should include lively details and should end by summing up and leaving the reader with something to think about.

**A. Writing About a Personal Interest**

You’re the honorary writer of the month for your school paper. You’ve been asked to write an article on something that interests you. On the lines below list three to five personal interests, such as classical music or Chinese cooking.

---

**B. Framing the Lead**

Choose a personal interest from Part A as the subject of your article. Now develop the lead for your feature. Start with a surprising detail, a vivid description, or some other content that will pull your reader into the story. Write your lead in the space below.

---

**C. Outlining the Article**

Prepare an outline of the body and conclusion of your feature article in the space below. You should outline at least two body paragraphs, each focusing on a main detail of your subject, and one paragraph that effectively concludes your article. Use another sheet of paper if you need additional space.

---
5.9 Answering an Essay Question

**Key Information**
Before you write an answer to an essay question, spend a few minutes organizing your thoughts. First, underline **clue verbs** and other key words in the question. These words will identify what kind of answer you need to provide. Then jot down some of your main ideas. Devise a thesis statement and decide how you want to organize your answer. After sketching a brief outline, begin writing. You may not have much time to revise, but be sure to read your paper for content and mechanical errors.

- **A. Underlining Key Concepts and Verbs**
  Underline key concepts and verbs in the following essay question.
  
  Explain why going to the movies has remained a popular activity even in an age of cable television and VCRs.

- **B. Listing Notes**
  List information that will help you answer the essay question.

- **C. Developing a Thesis Statement**
  Write a thesis statement that indicates the structure and main focus of your answer.

- **D. Outlining an Answer**
  Construct a brief outline that shows the organization of your answer.
Key Information

A **myth** is a story that explains events or forces of nature. Most myths contain the elements of **setting**, **characters**, **conflict**, **plot**, and **theme**. Many myths have points of comparison and contrast with myths of other cultures and times.

### A. Making a Comparison Frame

Read the two summaries of myths below. Then complete the comparison frame that follows them. If necessary, refer to the comparison frame on page 270 in your textbook.

- According to the Babylonian epic of Gilgamesh, the virtuous sage Utnapishtim was told by the god Ea in a dream that the gods were about to flood the whole earth. Utnapishtim obeyed instructions to build an ark and to take with him the seed of every living thing. After a week-long flood, Utnapishtim and his wife came to rest on Mount Nisser. The god Enlil, who intended all humanity to be destroyed, was displeased that they had survived. Ea told him that only evildoers should be punished for evil. Enlil then blessed Utnapishtim and his wife and gave them the secret of immortality.

- According to Ovid, in *Metamorphoses*, the god Jupiter punished evil humanity by sending a destructive flood that covered the whole earth. Deucalion and Pyrrha, a virtuous husband and wife, were the only ones to survive. When Jupiter saw that their raft had come to rest on Mount Parnassus, he stopped the rain. When they prayed for humanity to be restored, Deucalion and Pyrrha were told to throw their mother’s bones over their heads. An oracle told them this meant stones—that is, Mother Earth’s “bones.” The stones turned into a new human race.

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<thead>
<tr>
<th>Element</th>
<th>Myth</th>
<th>Myth</th>
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<tr>
<td>Setting</td>
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<tr>
<td>Theme</td>
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### B. Focusing Your Thoughts

Use the information in your comparison frame to create a thesis statement for a two-paragraph comparison-contrast feature.
A. Finding a Writing Strategy

For each of the strategies below, write a sentence explaining how you might use it to write about an animal that would make a good pet. You may base your choice on a pet you own, have owned, or would like to own. Be as specific in your sentences as possible.

1. explaining how to ______________________________________________________________
   ____________________________________________________________________________

2. explaining cause and effect ______________________________________________________
   ____________________________________________________________________________

3. classifying a subject ______________________________________________________________
   ____________________________________________________________________________

4. comparing-contrasting ___________________________________________________________
   ____________________________________________________________________________

5. using graphics __________________________________________________________________
   ____________________________________________________________________________

B. Discovering Details

Choose one of the sentences you wrote for Part A. Then, on a separate sheet of paper, do some brainstorming for each kind of detail you might use in your writing about a pet. List details for at least three of the following categories: facts, statistics, examples or incidents, sensory details, and reasons.

C. Writing a Thesis Statement

Based on the strategy you have chosen and the details you have listed, write a thesis statement for your essay about a pet. The statement should make your main point clearly and indicate how the essay will be set up.
A. Stating a Central Claim

Read the statements of purpose and audience below. For each pair, write a central claim that you believe will catch the attention of the stated audience. An example of a central claim has been done for you in the first item.

1. Purpose: to persuade people to attend a fund-raiser for the humane society
   Audience: students at your school
   Example: Help the homeless dogs and cats in your neighborhood by attending the fund-raiser for the humane society.

2. Purpose: to persuade businesses to advertise in the fund-raising brochure
   Audience: area business owners

3. Purpose: to persuade people to adopt a pet from the humane society
   Audience: people who attend the fund-raiser

4. Purpose: to persuade people to volunteer their time to take care of animals at the humane society
   Audience: people who attend the fund-raiser

B. Supporting a Claim with Evidence

From Part A choose one of the central claims that you believe you have the evidence to support. Indicate your choice of claim by placing an X beside it in Part A. Then write two sentences, each offering evidence that supports the claim, in the spaces below.

1. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
6.2 Using Evidence Effectively

Key Information
Evidence may take any of the following forms: facts, statistics, examples or incidents, opinions, and reasons. It should be relevant to the subject and should come from a reliable source.

A. Deciding Whether Evidence Is Relevant
Suppose you want to persuade your school principal that ninth graders need a fall dance of their own. Read each bit of evidence below and decide whether it is relevant or irrelevant. Then explain your answer.

1. A fall dance gives us an informal way to meet and mingle with new students.  
______________________________________________________________________________  
______________________________________________________________________________  

2. A fall dance gets an important school year off to a good start.  
______________________________________________________________________________  
______________________________________________________________________________  

3. Sabrina Evans, a friend of mine who is a senior over at Bristol High, pointed out that if senior high students get to have a fall dance, it’s only fair to let ninth graders have one too.  
______________________________________________________________________________  
______________________________________________________________________________  

4. Mrs. Leahy, the school secretary here at West Chester High, checked records of all the ninth-grade dances within the last five years and found no reports of unacceptable behavior.  
______________________________________________________________________________  
______________________________________________________________________________  

B. Using Various Kinds of Evidence
Write one example of each of the kinds of evidence below. Each should contribute to persuading your school principal to allow the fall dance. Be sure each kind of evidence is relevant.

1. fact __________________________________________________________________________

2. statistic______________________________________________________________________

3. example or incident____________________________________________________________

4. opinion _______________________________________________________________________  

5. reason _______________________________________________________________________  

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6.3 Checking Reasoning

Key Information
Faulty logic can do great harm to an otherwise carefully constructed argument. Check your work for red herrings, either/or thinking, and cause-and-effect errors. Knowledge of these flaws in logic can help you strengthen your argument and detect weaknesses in the arguments of others.

A. Eliminating Red Herrings
Suppose you're trying to convince your parents to buy you a new outfit. Which of these arguments would be a red herring? Explain your answer.

1. Patsy Crowther’s dad buys her anything she wants.
2. The outfit is on sale for this week only.

B. Eliminating Either/Or Thinking
You still want your parents to finance that new outfit. Which of these arguments exhibits either/or thinking? Explain your answer.

1. This is the only outfit I’ve asked for in the last year.
2. Unless I get this new outfit, I won’t be able to go to the Drama Club tryouts.

C. Eliminating Cause-and-Effect Errors
You’re still trying for that new outfit. Which of the arguments below probably contains a cause-and-effect error? Explain your answer.

1. I’d feel much more confident at the tryouts if I had a new outfit to wear.
2. Sandra Johnson was cut last year because she wore one of her old dresses.

D. Choosing an Argument
Look back over the six arguments on this page and decide if one or more would be effective. If it would be, write it below and explain its effectiveness. If none of the arguments would be effective, invent your own and write it below. Then explain why it would be effective.
6.4 Using Language to Advantage

**Key Information**

To make your writing express the meaning you intend, use **limiting words**, replace general words with **specific words**, and be aware of the **connotations** of words.

**A. Using Limiting Words**

Rewrite these gross overstatements by using limiting words.

1. Not one rock star deserves so much as fifteen seconds’ listening time.

2. On the other hand, that politician epitomizes skill and versatility.

**B. Using Specific Words**

Rewrite these sentences by using specific words.

1. Some television shows earn honors for viewership in certain categories.

2. Certain students should be barred from various extracurricular activities.

**C. Using Words with Strong Connotations**

To demonstrate that you’re aware of the connotative powers of words, rewrite these negative sentences so that they evoke positive feelings about the people they describe.

1. Miguel is an outspoken and thoughtless opportunist; he’s the candidate I’d elect as yes-man of the year.

2. Donald is a high-handed intellectual snob with the graciousness of a tyrannosaurus rex.
6.5 Writing an Editorial

Key Information

To write an effective editorial, find an issue that interests you, take a stand, accumulate evidence, and write to your specific audience. Many editorials end with a call to action.

A. Choosing an Issue You Care About

You’ll do your best job of persuading if you choose an issue about which you have strong feelings. List some issues below that you feel strongly about. Then circle one to use in your editorial.

B. Finding Evidence for Your Side

Think about what would persuade people to listen to your opinion about the issue you have circled. How does the issue affect people’s feelings or beliefs or pocketbooks? Jot down evidence that will appeal to a large number of people.

C. Speaking the Language of Your Audience

Identify your audience. Are they students? Parents? Sports fans? Community workers? Senior citizens? With your audience in mind, choose two or three of the strongest pieces of evidence you listed in Part B. Number your evidence in the order in which you’ll use each point. Remember that it is usually best to save your strongest evidence for last.

D. Writing to Your Audience

Draft your editorial on another sheet of paper. Speak the language your audience will understand.
Writing a Movie Review

**A. Thinking About the Elements of a Movie**

Choose a movie that you really liked or really disliked. Then write notes about each of the movie's elements below.

**Title of Movie:** _____________________________________________________________________

**Plot:** ______________________________________________________________________________

**Theme:** ______________________________________________________________________________

**Characterization:** ______________________________________________________________________

**Acting:** _______________________________________________________________________________

**Special Effects:** _________________________________________________________________________

**Sound Track:** __________________________________________________________________________

**B. Deciding on a Focus**

Look at the notes you made in Part A and decide which element is the most interesting or important. Underline that element above. Then write the opening paragraph of a review. Be sure to state your opinion of the movie and make the focus of your review clear.
A. Freewriting for an Editorial

Choose one of the general topics below or choose one of your own for an editorial to send to your school or city newspaper. On a separate sheet of paper, freewrite about the topic to generate ideas about what your central claim is, what evidence supports your claim, and who your audience is. If you find that, after you freewrite about a topic, you don't have much to say about it, choose another topic and freewrite, and another, if necessary, until you find a topic you feel comfortable with. Use your freewriting notes to identify a purpose, state your claim, and determine your audience. Write these items down beneath your freewriting notes.

- the effect of television on adolescents
- mandatory school uniforms
- wearing animal furs
- mandatory voting for officials for public office

B. Drafting an Editorial

Use your freewriting notes to draft your editorial. Choose language that is forceful and to the point. Decide how to present your information so that it has a strong impact on your audience. For example, will you first present your central claim and then provide supporting evidence, or will you begin with a presentation of supporting evidence and gradually build up to your claim? In what order will you present your evidence—from most important to least important, or vice versa? Remember to address the opposing view and to reinforce your argument with a strong conclusion.

C. Revising and Editing an Editorial

Review your draft carefully. Decide if your central claim is clear and direct, and if your evidence is accurate and supports your central claim. Could you change the organization to make your editorial stronger? Have you used sound reasoning and phrasing that appeals to your audience? Revise your editorial as needed. Then edit it, checking your use of language closely. Have you used words and phrases that make your argument stronger and more convincing?