

Writer's Choice

Grammar and Composition

Composition Reteaching

Grade 7



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

Glencoe/McGraw-Hill



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1.1 Writing About What's Important to You

Key Information

Personal writing can help you explore your personal thoughts and feelings and express them in your own words. There are many kinds of personal writing. Some

examples are journal writing, notes and letters, cards, and poems. Some kinds of personal writing are meant to be shared. Others are just for the writer.

■ A. Expressing Your Thoughts and Feelings

Imagine that each of the following things has happened to you. Write one or two sentences telling how you feel about what has happened. Make sure your sentences fit the kind of personal writing indicated for each situation.

1. (*journal*) changing schools in the middle of the year _____

2. (*poem*) watching a bird's nest full of eggs as they are hatching _____

3. (*note to a friend*) discovering you have won the contest of your dreams _____

4. (*journal*) spilling a gallon of milk in the kitchen as you are leaving for school _____

5. (*letter*) hearing everyone say "Surprise!" as you walk into your surprise birthday party _____

■ B. Writing for Yourself or Others

Read the following list of kinds of personal writing. Tell whether each one is more likely to be written just for the writer or to be shared. Choose one of the examples as a subject for your personal writing. Use a separate sheet of paper.

1. a thank-you note to a relative
2. a personal list of things to do today
3. a short, humorous poem about an animal
4. a summary of a recent movie
5. a personal diary entry about a friend

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1.2 Collecting Information

Key Information

A **journal** is a private place for you to record your thoughts and feelings. You can write about the things that happen each day and how you feel about them.

You can use a **learning log** to jot down notes, comments, or questions about what you are studying in school.

■ A. Keeping a Journal

Try your hand at journal writing. Think of three things you have done in the past week. Write three or four sentences that tell about each activity. Be sure to include thoughts, feelings, and reactions.

■ B. Using a Learning Log

Pick one of your favorite classes in school. Keep a learning log for that class for seven class sessions. Jot down notes about what happened in the class on each day. Include informal comments, thoughts, and questions. If you want to include a sketch or diagram, that's fine, too. Use the format below. If you need more space, write on a separate sheet of paper.

Date	Class	What we did today	How I felt or thought	Questions I have

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1.3 Writing to Celebrate

Key Information

One familiar kind of personal writing is the handwritten **personal note**. An example is an **invitation** to an event or an **announcement** about a special **celebra-**

tion. Be sure to include all the important information, such as time and place. A personal note should sound natural and should fit the person to whom it is being

A. Writing a Note of Invitation

Write a note to one of your relatives, inviting him or her to your home for Thanksgiving. Say why you are writing, when to come, and how you feel about the visit.

B. Writing a Thank-you Note

Think of a time when one of your friends or classmates helped you in some special way. Write a short thank-you note to that person.

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1.4 Writing About Yourself

Key Information

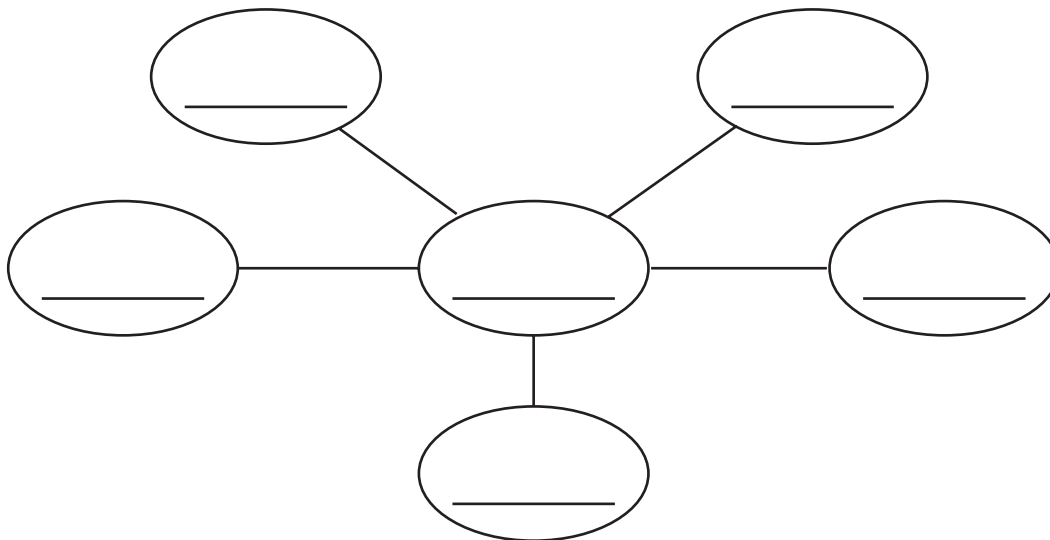
Writing about yourself and sharing your own personal experiences with others is another kind of personal writing. When you write about a personal experience, try to focus on strong feelings you

had. You may want to list some of your feelings in a cluster to help you organize your thoughts. Think about the readers you will share your experience with.

A. Making a Cluster Diagram

Select one of the following personal experiences or another of your own choosing. Write that event in the center oval of the cluster diagram. Then fill in the other ovals with words that describe how you felt or reacted.

- your first day in school this year
- the time you most enjoyed a movie
- the happiest time in your life



B. Using a Cluster Diagram

Now write four sentences about the experience you named in the center of your cluster diagram.

1.5 Responding to a Character

Key Information

Using personal writing to **respond to a character** in a story you are reading can help you understand the character and the story better. Exploring your feelings about

a character can also help you to understand yourself better. Sometimes a character can have an important influence on your life.

A. Understanding a Character

Think of a character you liked in a story you have read, and answer the following questions.

1. What made you like this character?

2. Did you identify with any situation in which the character found himself or herself?

3. How has the character influenced you?

B. Responding to a Character

Now write a letter to the character. Tell the character how you feel about him or her and why.

1 Writing Process in Action

Key Information

Personal writing allows you to explore your thoughts and feelings about special experiences and events in your life.

Reflecting back on special days or important times can help you know yourself.

■ A. Choosing a Special Experience

As a special project, your class is preparing a collection of photographs. Each student is contributing a photograph of himself or herself and a description of why that day and picture are important. Recall a special day in your life. Think about the events of the day, and the thoughts and feelings you had. Why was the day special? Make a cluster diagram on a separate sheet of paper to sort out some of your thoughts and feelings.

■ B. Ordering the Events

Think about how to put the events, your thoughts, and your ideas and feelings in order. On another sheet of paper, list your thoughts and the day's events in the order you think will work the best.

■ C. Writing About Your Special Day

Using a separate sheet of paper, write a paragraph about your special day. Include what you learned about yourself because of your special experience.

■ D. Revising

Read your draft. Is it clear? Are there any details missing? Ask yourself the following questions. Have I explained why the event was special? Is the order of events clear? Have I chosen important details carefully? If you need to, you can always prewrite some more, draft new sentences, and revise again.

■ E. Editing/Proofreading

Read your final draft, and correct mistakes in grammar, spelling, and punctuation.

■ F. Publishing/Presenting

In sharing your writing, you may want to attach a photograph of yourself or a photograph taken on that special day or a memento.

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2.1 Using the Writing Process

Key Information

Writing is a personal process. Every writer writes in his or her own way. However, most writers move through the following stages of the writing process: **prewriting**, searching for and listing ideas, exploring ideas, and deciding what to write about and who will read your writing; **drafting**, expressing your ideas in sentences and

paragraphs; **revising**, looking at your writing to see if it is clear and organized; **editing/proofreading**, correcting any errors in spelling, punctuation, and grammar; and **publishing/presenting**, having your audience read your writing. You can return to any stage before finishing your writing.

■ Understanding the Writing Process

Read each item below. Decide whether it is an example of the **prewriting**, **drafting**, **revising**, **editing/proofreading**, or **publishing/presenting** stage of the writing process. Write the correct stage in the space provided.

1. reading aloud to the class your report on recycling

2. writing several paragraphs based on notes you took

3. jotting down ideas you have for a children's story

4. checking the draft you wrote about mammals for errors in spelling

5. looking at your draft on how to bake brownies to see if it is clear and in the right order

6. sending your letter about school-zone safety to the editor of the city newspaper

7. making a cluster diagram to list reasons for using public transportation

8. correcting punctuation in your autobiography

9. reading your booklet of poems at the parents' night assembly

10. choosing an idea out of your journal to write about

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2.2 Prewriting: Finding and Exploring a Topic

Key Information

Ideas for writing can come from just about anywhere. Carry a small notebook with you to jot down things you see or ideas as they come to you. You can brainstorm by trying to come up with as many ideas as you can

by yourself or with others. You can explore one topic in more detail by making a cluster diagram—that is, writing your topic in the center, circling it, and then branching out from the center with connected details.

A. Brainstorming for Writing Topics

Brainstorm to come up with as many ideas as you can about the following subjects. Don't worry about the form. Just list ideas one right after another.

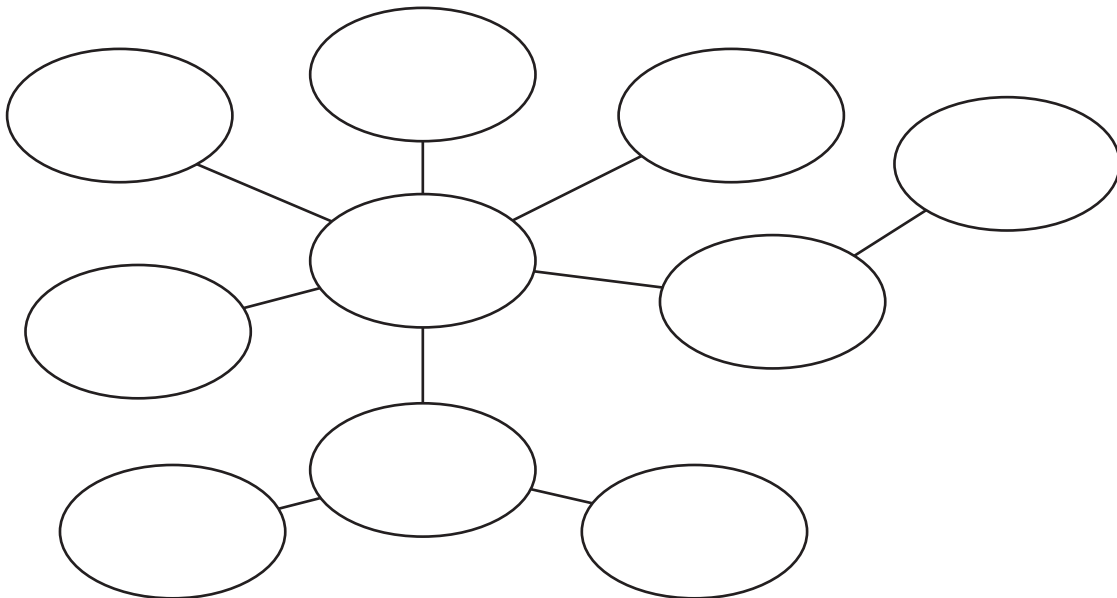
1. rock music _____

2. weekend activities _____

3. hobbies _____

B. Clustering Your Ideas

Choose one of the ideas you came up with above. Now fill in the cluster diagram with thoughts and details about your topic. Write the main topic in the central oval. Add more ovals if you need them. Let some details branch out into other details.



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2.3 Prewriting: Determining Purpose and Audience

Key Information

Any successful piece of writing has a particular **purpose** and **audience**. Much of your writing will have one of four purposes: writing **to tell a story**, writing **to describe**, writing **to inform or explain**, or writing **to persuade**. Your audience,

the people who will read your writing, can affect what and how you write. Decide on your purpose and audience before you write, and remember them throughout the writing process.

■ A. Deciding on a Purpose

Indicate the purpose of each of these writing tasks—to tell a story, to describe, to inform or explain, or to persuade.

1. writing a story about your neighbor's talking car _____
2. writing a letter to convince the city that a stoplight is necessary on your corner _____

3. writing about the flyway patterns of migrating birds _____
4. writing about the beautiful birch tree outside your bedroom window _____
5. writing about the time you broke your arm while learning to ride a bike _____

6. writing about the fishing industry in Norway _____

■ B. Identifying Your Audience

Now decide on a possible audience for each of the items above. Write the number of each item in Part A next to its most likely audience.

1. your friends and classmates _____
2. your science teacher and class _____
3. your geography teacher and class _____
4. the city council _____

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2.4 Prewriting: Ordering Ideas

Key Information

To help your audience follow your thinking, you need to organize your ideas in a sensible order. Decide what your **main ideas** are, and list the details that support

each main idea. Some ways to arrange the details are from most to least important, from simplest to most difficult, or from the first to the last to be noticed.

Ordering Main Ideas and Supporting Details

Below is a list of two main ideas and their supporting details, all jumbled together. Write the main ideas on the lines that follow. Then write the details under the appropriate main ideas, arranging them in an order that makes sense.

- Players should be reasonably physically fit.
- The game can be played in sunshine.
- The game of soccer can be played by most kids.
- The game can be played in light rain.
- Players should be able and willing to run.
- Outdoor soccer can be played in almost any weather.
- Players should be willing to practice and learn new skills.
- The game should be stopped if there is lightning.

Main idea

Supporting details

Main idea

Supporting details

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2.5 Drafting: Getting It in Writing

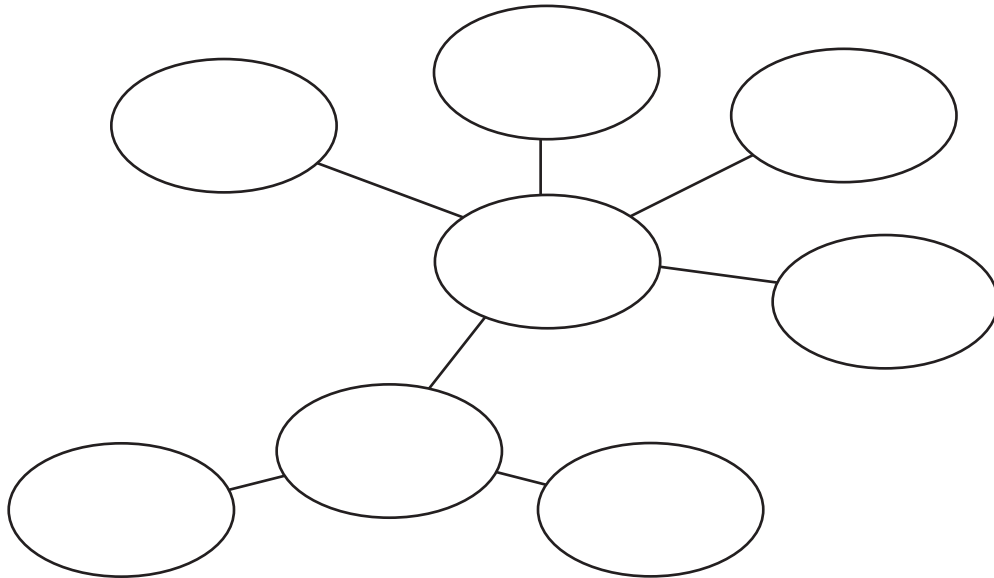
Key Information

Use your prewriting notes to write the first **draft** of your piece of writing. Write in complete sentences and paragraphs, but don't worry about making everything perfect. You can rearrange ideas or improve

sentences later. You can correct grammar, spelling, and punctuation later, too. Just write down your ideas in sentences, and try to keep the sentences flowing in the right direction.

A. Using Prewriting Techniques

You are writing to a pen pal for the first time. You want to tell who you are and what you like to do. Create a cluster diagram to explore details. Add more ovals if you need them.



B. Writing the Draft

Write a sentence that states a main idea for your letter. Then complete a paragraph by writing three sentences that support your main idea.

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2.6 Revising: Evaluating a Draft

Key Information

To revise means “to see again.” Sometimes it helps to take a break from what you have written so you can see it again from a clear, objective viewpoint. It also may help

to read the draft aloud or have someone read it aloud to you. This helps you identify any unclear or weak spots.

A. Evaluating Your Own Writing

Select a piece of writing you have written recently. Answer the following questions to evaluate your own writing, including suggestions for any changes you think you should make. If necessary, use a separate sheet of paper.

1. Do you stick to your topic? _____
2. Do you accomplish your purpose? _____
3. Do you keep your audience in mind? _____
4. Is your main idea clear? _____
5. Do you give enough details or too many? _____

B. Giving Feedback

A classmate has written the following beginning to a report on Isaac Newton for science class. Read the paragraphs, and answer the questions as a peer reviewer. Use a separate sheet of paper, if necessary.

The summer was terrible. The Plague was spreading, and fires had swept through London. To escape the dangers of the city, Newton moved to his aunt’s farm in the country. He was terribly sad. He spent most of his time in the garden, thinking. It was in the garden that Sir Isaac Newton discovered the law of gravity.

One morning he was staring at the moon. He knew the moon was moving and wondered why it didn’t fly away. Just then an apple fell from a tree. Suddenly, he understood! The force which pulled the apple to the ground also pulls the moon toward Earth. At the same time the moon keeps trying to fly away. “Really, the moon is falling” Newton concluded.

1. What is the main idea? _____
2. What is the writer’s purpose? _____
3. Who might be the intended audience? _____
4. Which parts stand out to you and why? _____

5. Which parts, if any, are confusing or seem out of place and why? _____

2.7 Revising: Making Paragraphs Effective

Key Information

Good paragraphs have unity . That is, the sentences work together to support the main idea . The main idea of a paragraph can be stated in a topic sentence , usually at the beginning or the end. Transition	words connect sentences by showing how the ideas are related. Words like <i>now, then, after, because, although, for example,</i> and <i>next</i> are transitions.
--	---

■ A. Identifying Topic Sentences

Read the following paragraphs. Write the topic sentences. If the paragraph has no topic sentence, write the main idea in your own words.

- 1. Bring your clean, empty pop cans to Room 103 after school. Everyone should contribute to the recycling effort of our community. If you have empty boxes at home, we could use them to hold the cans. Mr. Newman will answer any questions you have about recycling.

- 2. Nina’s furry little body twitched, and her tail wagged in a frenzy. One of the pup’s long ears was twisted inside out in a comical way. Her tongue lolled out of the side of her mouth in a lopsided grin. It was clear that Nina was eager for her daily walk.

- 3. Before you begin to cook, wash your hands. Then read the recipe instructions carefully. Next, assemble the ingredients and equipment you will need. Now you are ready to begin.

■ B. Connecting Thoughts

Below is a paragraph about a weekend trip. Read the paragraph, and add appropriate transition words in the blanks provided. Use the following transitions: *then, first, finally, because, while*.

Last weekend my family visited my aunt who lives one hundred miles away. _____, we packed our suitcases and put them into the trunk. _____ we got into the car and drove away. _____ I was tired, I fell asleep. _____ I slept, my brother read his book. _____, we arrived at my aunt’s house.

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2.8 Revising: Creating Sentence Variety

Key Information

Using a variety of sentences can add life and interest to your writing. Too many short sentences can make your writing choppy. Too many long sentences can

make your writing confusing. Vary the length of your sentences. You can also achieve variety by combining sentences that express similar ideas.

■ A. Revising for Sentence Variety

Rewrite the following sentences to form a paragraph. You will want to revise the sentences by changing their length or by changing the order of words or phrases to achieve variety. You may want to combine sentences that have similar ideas or separate sentences with different ideas.

1. The street was filled with old newspapers.
2. The street was filled with all sorts of other trash.
3. We saw right away how we could help.
4. We got the word out.
5. We talked to all the kids in the neighborhood.
6. The street was ours to enjoy.
7. We'd have to take responsibility for keeping it clean.

■ B. Combining Sentences

Combine sentences in the following paragraph to vary the sentence length. Keep in mind that you want to create an interesting rhythm.

Acid rain is an environmental problem that still needs attention. Acid rain has polluted thousands of lakes. Acid rain has polluted thousands of streams. It has polluted thousands of rivers. In turn, fish are killed. So is other aquatic life. Acid rain also kills crops and trees. Acid rain damages buildings. It also damages bridges. Furthermore, it damages statues.

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2.9 Editing/Proofreading: Making Final Adjustments

Key Information

Check your work, or edit it, for errors in grammar, word usage, punctuation, and	spelling. Use the following proofreading symbols to mark your copy as you edit:
insert ^	reverse ~
period ○	capital letter ≡
delete ✂	new paragraph ¶
comma ,^	lowercase letter /

■ Using a Checklist as You Edit

Go through the checklist below, and proofread and edit the following paragraph. Mark the paragraph using proofreading symbols. Then write the corrected version. You should find and correct 17 errors. You may find it easier to edit for one error category at a time rather than look for all types of errors at once.

Checklist

- | | |
|----------------------------------|----------------------------------|
| Are all verbs used correctly? | Is the word selection accurate? |
| Do subjects and verbs agree? | Are the words spelled correctly? |
| Are all pronouns used correctly? | Is the punctuation correct? |

The wind torn at my cheeks and hiar as I made my way throg the snowsturm. Unfortunately, I had left my gloves on the bus, and my hands was very cold. no cars trucks, or buses could get through in this terrible blizard. Me and my friends would haf to get home from School on our own. Oh, how I wisht I had worn them old boots today! I wouldnt care how I looked in them now.

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2.10 Publishing/Presenting: Sharing Your Writing

Key Information

How you **present** or **share** your writing depends upon your purpose for writing and your intended audience. There are many forms of presentation: *a report, a speech, a poem, a handwritten letter or a*

typed formal letter, a poster, a newspaper article, a story, an advertisement, and so on. Presentations can be written or oral, and they may include illustrations, maps, or other visual images.

■ A. Considering Audience and Forms of Presentation

Match the form of presentation with the probable audience.

social studies class

yourself

people who read the paper

friend

aunt

children who read the magazine

1. invitation to your birthday party _____
2. journal entry about a bad day _____
3. oral report on Jane Addams _____
4. letter to editor about governor's new tax plan _____
5. poem for a children's literary magazine _____
6. thank-you note to an aunt _____

■ B. Using Different Forms of Presentation

Write an announcement about a yard sale you are having. Write the announcement first as a short article for a neighborhood newspaper and then as a poster. For the poster you might want to describe the design.

Short newspaper article

Poster

2 Writing Process in Action

Key Information

Use the writing process to discover and organize your ideas, to write and revise a draft, and to edit the revised draft for presentation.

■ A. Making a Time Capsule

Imagine that your class is making a time capsule—a collection of items representing your current ideas and activities—to be buried in a waterproof container. Fifty years from now, another seventh-grade class will open it to discover what was important to you. You have been asked to write a letter to these “friends from the future.” Your letter should tell them about the class and why the class has chosen these items. First, on a separate sheet of paper, create a cluster diagram of items to include in the time capsule.

■ B. Imagining the Future

It is important to identify the audience for whom you are writing. Imagine what seventh-graders will be like fifty years from now. Brainstorm about what they might study and what they might do for fun. Using these ideas, list the items from your cluster diagram that you think would interest them.

■ C. Writing a Letter to the Future

Draft a letter to be included in the time capsule. Your audience will be a class of seventh-graders fifty years from now. Tell who you are and how these items represent your ideas and activities. Use additional paper, if necessary.

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3.1 Writing to Show, Not Tell

Key Information

Use descriptive details in your writing to catch your reader's interest. Good descriptions can make a person, place, or thing come to life for your reader. Select words

and phrases that help your reader see, hear, smell, taste, and feel what you are describing.

A. Using Descriptive Language

The following sentences lack vivid detail. Revise the sentences, adding descriptive words that will help the reader see, hear, smell, taste, and feel exactly what you want to describe.

1. The bus pulled up to our stop.

2. In the closet were some shoes.

3. We waved to Mrs. Verzino as we went by her bakery.

4. The glass fell to the floor.

5. A cat and a dog were fighting in the alley.

B. Writing a Description

Write a paragraph for a new food magazine. Describe a local restaurant or the school cafeteria, or develop a topic of your own for the magazine. Use descriptive details that will help your readers share your impressions.

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3.2 Combining Observation and Imagination

Key Information

Just like artists, writers use vivid images, colors, and shapes to appeal to an audience. Good descriptive writing uses **sensory language** to appeal to the reader's senses. Sensory language is language that

describes how something looks, sounds, feels, tastes, or smells. You can use sensory language to describe something real or something imaginary.

A. Observing Sensory Details

Imagine yourself in each of the places or situations below. Write down what you might see, hear, taste, feel, or smell. Use as many of your senses as you can for each item.

1. a dark, damp basement _____

2. a mud puddle as a frog might observe it _____

3. a traffic jam as you walk by it _____

4. the finish line as a racehorse observes it _____

5. an empty mansion late at night _____

B. Using Sensory Language

Read the following paragraph, and choose words from the list to fill in the blanks.

- | | |
|------------------|---------------------|
| hot, buttery | shivery |
| roomy | laughter |
| a party | restless and eager |
| bright, colorful | salty but delicious |

As I entered the movie theater, I saw _____ lights. The lobby smelled like _____ because of the _____ popcorn and other snacks. The popcorn I bought tasted _____. Behind me I heard _____. Because of the air-conditioning I felt _____. As I moved into the _____ seating area, I noticed moviegoers _____ for the show to start.

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3.3 Choosing Details to Create a Mood

Key Information

You can create a particular **mood** in your writing through your choice of words. Choose details and sensory language that will help bring your description to life and set the mood you want for your readers.

■ A. Using Details to Create a Specific Mood

Imagine that you and some friends are hiking in the forest one afternoon. Write two paragraphs describing the experience. Create one of the moods listed below, or choose a mood of your own. Use strong details and sensory images in your description. If you need help getting started, select details from the list that match the mood you have chosen. Be prepared to share your description with the class.

Moods

sunny, cheerful, energetic

sad, gloomy, thoughtful

tense and scary

Details

sunlight streaming through the leaves
laughing hikers
crisp, fresh air

shadows
decaying undergrowth
air heavy with odor of soggy leaves

lightning flashing in the distance
rustling in the underbrush
low-hanging branches that reach out like long fingers

■ B. Identifying Mood

Ask one of your classmates to read your description and identify the language and details you used to create the mood you selected. Have your classmate write his or her reaction to your mood in the space provided.

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3.4 Organizing Details in a Description

Key Information

Putting descriptive details in a particular order can make your description clearer and more effective. For example, you might want to describe a new building under construction from the outside to the inside or

from bottom to top. Using transition words and phrases, such as *at the front*, *in the center*, and *at the back*, can also make your description clearer.

■ A. Using Order in Description

Imagine that you have a pen pal who lives in another country; you live too far apart to visit each other. Write a description of your favorite place in your home. Decide on the order in which you will arrange the details: from one end of the room or area to the other, from the floor to the ceiling, or in some other order. Include many transition words and phrases to help your pen pal get a clear picture of your favorite place.

■ B. Identifying Transition Words

List the transition words and phrases that you used in your description in Part A. If you used only one or two, add more order and direction details where appropriate to make your description clearer and more vivid.

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3.5 Describing a Person

Key Information

When you write a description of someone, try to picture, or visualize, details of that person. Describe the features that make

that person special. Try to reveal personality by showing how the person acts or behaves.

A. Describing from a Distance

Do you have a friend or family member whom you do not see very often? Imagine what the person looks like at this moment, and jot down details about each of the following.

height _____

weight _____

eye color _____

body build _____

hair color _____

age _____

B. Adding Action

Once you have sketched out the physical details, it's time to start thinking about actions. How does your person talk? Walk? Show feelings? What might the person be wearing? These details help you describe your person vividly. Think about the following questions before you answer them. Try to visualize your person in different situations.

1. How does your person talk with his or her best friend? With his or her mother or father?

2. How does your person walk at the beginning of the day? When others are watching?

3. What makes your person angrier than anything else? _____

4. What kinds of clothes does your person enjoy wearing? _____

5. What do people like best about your person? _____

WRITING ABOUT LITERATURE

3.6 Relating a Poem to Your Experience

Key Information

Poets use **sensory language** to create experiences, and feelings with the reader. vivid images and to share their thoughts,

A. Understanding Sensory Language

Read the following poem. Then on a separate sheet of paper, list the words and phrases in the poem that appeal to the reader's senses.

Memory Found

I came across a soft, old, faded ticket stub
from that basketball game we went to.
My mom and I.
The roar of the crowd echoed in my head.
The steamy scent of the players and the gym
drifted back to me.
We crunched our popcorn.
We stamped our feet to the rhythm of the band.
We yelled and cheered till we were hoarse.
My mom and I.
I don't remember who won or lost, but I do remember
the smiles we shared.
My mom and I.
Now I remember why I kept this soft old stub of a ticket.

Kathleen E. Quinn

B. Experiencing a Poem

Reread the poem in Part A. List at least three or four sensory details that helped you experience a particular mood or feeling. Describe why you think these details made you feel the way you did.

3 Writing Process in Action

Key Information

You can write a description by using the stages of the writing process to discover sensory details, organize them, and draft a paragraph or essay.

■ Writing a Description of a Special Place

Imagine that your local newspaper is sponsoring a contest called “Our Community’s Favorite Places.” The entries will be descriptions sent by area residents. The winning description will be printed in the newspaper, and a bronze plaque with the author’s name will be hung for all to see.

Follow these steps in writing your contest entry.

1. Select your favorite public place to visit.

2. Freewrite for ten or fifteen minutes about your favorite place. Close your eyes and imagine that you are there. What do you see? Hear? Taste? Feel? Smell? Use vivid, clear sensory details.

3. Draft a one-paragraph description of your favorite place. Remember to organize the details in a logical order. Try to set a mood.

Composition Reteaching

Name Class Date

4.1 Telling a Good Story

Key Information

A story, or **narrative**, has a beginning, a middle, and an end. The series of events that happen in a narrative is called the **plot**. The people or animals that are part of the plot are called the **characters**.

Where and when the story takes place is the **setting**. You can write a story about events that really happened or events that you have imagined.

■ A. Planning a Good Story

There is no rule about where to begin when you write a story. You can plan a story by beginning with any element: plot or characters or setting. Begin to plan a story by filling in the spaces in the frame below. Start with whichever element seems easiest to you. Then add more planning details as you think of them.

Elements in a Good Story	
Plot	_____

Characters	_____

Setting	_____

■ B. Developing Your Story

Based on the elements you identified in Part A, write a brief summary of the story you have planned.

4.2 Exploring Story Ideas

Key Information

Most story plots center on a problem that a character faces. To develop ideas for a story of your own, focus on a problem that a character needs to solve. Plan your story by answering questions like these:

What is the problem? What characters does it involve? What happened before? What will happen next? What is the solution to the problem?

■ A. Exploring Story Ideas

Make a list or use a cluster diagram to explore a problem that you could build a story around. Think of imaginative problems, like a runaway bicycle, a refrigerator that eats food, a confused robot, shoes with minds of their own, or some other unusual situation.

■ B. Developing a Story Idea

Answer the questions below to help you develop the story idea you explored in Part A. Then, on separate paper, write a one-page story to publish in a school magazine.

1. What is the problem? _____

2. Who are the characters involved? Describe them. _____

3. What has happened before this? How will the story begin? _____

4. What will happen next? _____

5. How will the problem be solved? _____

Composition Reteaching

Name Class Date

4.3 Using Time Order in a Story

Key Information

You can help your readers follow the events of your story if you use **time order**, or the order in which the events occur. Use **transition words and phrases** such

as before, after, until, then, next, first, finally, on top of, and *to the left* to help guide your reader through the events of your story.

A. Developing Time Order

Your social studies teacher is editing a newsletter for social studies students all over your state. You have been asked to write a story for the first edition. Your story will be fiction, with made-up characters, but it will be based on real events. Brainstorm a story idea based on an interesting or exciting event that you have recently studied in social studies. Imagine that you were there. Write your ideas in the space provided, and number the events in time order.

B. Using Time Order

Draft a story of one or two pages, based on your notes from Part A. Use transition words and phrases to help your reader follow the action, which should occur in correct time order: first to last. Use a separate sheet of paper if necessary.

4.4 Writing Dialogue to Develop Characters

Key Information

Dialogue, or the characters' exact words, can reveal much about the moods, interests, and personalities of your story char-

acters. When you write dialogue, identify the speakers, and put each character's exact words in quotation marks.

A. Writing Dialogue

Practice writing dialogue. Read each item below. Change the statements into dialogue. Feel free to add or change words.

1. Karen called her by her name, Amelia. _____
2. Karen asked whether Amelia had made the volleyball team. _____
3. Amelia told her yes. _____
4. When Amelia got home, her mother asked her what had happened. _____
5. Amelia told her mother that she had made the team. _____

B. Describing How a Character Sounds

Revise the following dialogue. Try to make each speaker's own words show how the speaker felt.

Example: "The fire is out," said the firefighter.

Revised: "I didn't think we'd ever get that fire out," said the firefighter.

1. "May I help you?" asked the impatient clerk. _____

2. "You shouldn't say that!" gasped the judge. _____

3. The nurse gently asked the patient, "How do you feel?" _____

4. "It snowed last night," Stan whispered in disbelief. _____

5. The children dialed the police. "Please come right away," they begged.

Composition Reteaching

Name Class Date

4.5 Drafting a Story

Key Information

Once you have decided upon your characters, the setting, and the details of your plot, begin to tell your story. Let the story

flow naturally. Then write, and keep writing. Don't worry about spelling, punctuation, and grammar at this point.

A. Getting Ready to Write

The school librarian has asked you to write a two-page story to entertain a fourth-grade class. The story will be about a twelve-year-old who accidentally turns his or her fourth-grade brother or sister into a ninety-year-old. Use the chart below to organize the details of your story.

Story Details			
Problem	Events	Characters	Setting
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Drafting Your Story

Draft the first two paragraphs of your story, referring to your chart as you write. If you need additional space, use a separate sheet of paper.

Composition Reteaching

Name Class Date

4.6 Evaluating a Story Opening

Key Information

A good story opening will grab your reader's attention. Make your beginning as intriguing as you can. Use sound effects,

suspense, and mysterious dialogue whenever they are appropriate. Spice up your story opening with lively details.

■ A. Evaluating a Story Opening

Here are two beginnings of the same story. Read each one, and decide which opening is better. Then in the space provided tell why you think that opening is more effective.

1. Normally I wear jeans and any old shirt. On the day I was to meet my cousins from India, I dressed very carefully. My cousins sent me an outfit last spring, but I had never worn it.
2. Rrrriiippppp!!! My beautiful Indian shirt, never worn before, was shredded down the back.

■ B. Getting Off to a Good Start

You are writing a story about the time you and your best friend decided to have a backyard pet show. Write the most attention-grabbing story opening you can think of.

Composition Reteaching

Name Class Date

4 Writing Process in Action

Key Information

In writing a story about a very special person you have known, follow the stages in the writing process. Prewrite, draft, revise,

edit/proofread, and publish/present your story.

■ Writing About a Person You Have Known

A friend or family member has a birthday coming. As a special gift, you decide to write a one-page short story based on your first meeting or an experience you have had together. (You may even make up the entire story.) Follow these steps.

1. Brainstorm to find some ideas for the story, and write them below. List one or more characters, a setting, and the main events in the plot including a problem the main character faces.

2. Draft the story. Include some dialogue, letting the characters' words reveal their personalities. Use additional paper if necessary.

3. Revise the opening of the story to interest the reader. Write the revised opening here.

Composition Reteaching

Name Class Date

5.1 Giving Information and Explanations

Key Information

Writing that informs and explains is called expository writing . There are several kinds of expository writing. One kind tells how to do something. Another explains how something works. Other kinds tell	what something is, how things are alike or different, or why something has happened. All expository writing should provide important details and should be clear, concise, inviting, and informative.
---	---

A. Understanding Expository Writing

Read the following topics. Tell which kind of expository writing each requires: *how to do or make something, how something works, what something is, how things are alike or different, or why something happens.*

- 1. How to change a bicycle tire _____
- 2. How a toaster functions _____
- 3. How to tell the difference between measles and the chicken pox _____
- 4. Why water evaporates _____
- 5. What a friend is _____
- 6. How to make a great Halloween costume _____
- 7. Why skin is dry in winter _____
- 8. How to plan a two-day camping trip _____
- 9. What a dirigible is _____
- 10. Running in a competition and running just for fun _____

B. Thinking of Topics

For each type of expository writing listed below, think of two topics for essays. Do not use the topics from Exercise A.

- 1. How to do or make something _____

- 2. How something works _____

- 3. What something is _____
- 4. How two things are alike or different _____
- 5. Why something happens _____

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5.2 Organizing Informative Writing

Key Information

In expository writing, the order in which you present information is important. You can arrange details in time order , in order of importance , or according to	their position or location . Always check to make sure the order is appropriate to the topic and that your writing is clear to readers.
--	--

■ A. Arranging Details in Order

The following sentences describe a person’s morning routine, but they are in an order that does not make sense. Rewrite them in a logical order.

- I turn off the alarm.
- I brush my teeth and wash my face.
- I wake up and get out of bed.
- I get out the milk and cereal.
- My alarm goes off.
- I walk into the bathroom.
- I eat breakfast.
- I get dressed.
- I put my dishes in the sink.
- I go to the kitchen.

■ B. Using Order in Your Writing

List the steps involved in playing a compact disc or a cassette. Check to make sure that the order of your list makes sense.

Composition Reteaching

Name Class Date

5.3 Writing About Similarities and Differences

Key Information

When you tell how two or more things are alike, you are **comparing** them. When you tell how two or more things are different, you are **contrasting** them. A list or

diagram can help you see how things are alike or different. Then you can use the information in your list or diagram to write a clear explanation.

A. Finding Similarities and Differences

Use the chart to compare two of your friends. List three similarities and three differences for each category.

	Similarities	Differences
Physical Appearance	_____ _____ _____	_____ _____ _____
Personality	_____ _____ _____	_____ _____ _____
Interests	_____ _____ _____	_____ _____ _____

B. Writing About Similarities and Differences

Write one paragraph showing how your friends are alike and different. Use the similarities and differences you listed in Part A. Do not include your friends' names in the paper. Exchange papers with a classmate, and see if you each can guess who your partner has compared.

5.4 Explaining How Something Works

Key Information

When you write to explain how something works, you should arrange the **steps** in the **correct order**. You should also use

transition words such as *first*, *next*, *after*, *while*, and *finally*. **Transition words** guide your reader through the process.

■ A. Thinking of Transition Words

Brainstorm as many transition words as you can. Write them in a list. Trade lists with a classmate, and see if there are any you can add to your list.

■ B. Recognizing Transition Words

In the following recipe, underline the transition words. Then answer the questions that follow.

Spaghetti

Put five quarts of water into a pot. When it comes to a boil, stir in one pound of spaghetti. While the spaghetti is cooking, brown the ground beef. Then add chopped onion and seasonings. Next add the tomato sauce. Let the sauce simmer, stirring it occasionally. Also, stir the spaghetti. When the spaghetti is cooked, drain it and mix in a ladle of sauce to keep the noodles from sticking together. Finally, put the sauce over the spaghetti and serve.

1. How are the transition words helpful? _____
2. How would the recipe read without them? _____

■ C. Using Transition Words in Explaining a Process

The following paragraph describes the process of studying for an exam. Fill in the blanks with appropriate transition words.

_____ I reread the chapter. _____ I read, I take notes, but I write down only the main ideas. _____ I turn my notes into an outline. _____ I make a vocabulary list to study. _____ I have done all that, I review everything again. _____ I feel ready to take the test.

5.5 Identifying Cause and Effect

Key Information

When you write about why something happens or happened, you explore **cause-and-effect** relationships. A cause is a known condition or event. An effect is the

result of that condition or event. A cause precedes an effect. Sometimes one cause leads to a chain of cause-and-effect events.

A. Identifying Cause and Effect

Below are pairs of conditions or events. Decide which is the cause and which is the effect. Write the cause first. Then draw an arrow and write the effect.

Example: Kids have no place to go see a movie.
The theater has closed.
The theater has closed. → The kids have no place to go see a movie.

1. The balloon burst.
The balloon floated up to the hot lights.

2. I borrowed my sister's new pen.
My sister was angry.

3. The car drove over a nail.
Its tire went flat.

4. The cake didn't rise.
We forgot to add the baking powder.

5. Kelly was late to school.
Kelly overslept.

B. Ordering Cause-and-Effect Chains

Below is a cause-and-effect chain with the sentences in the wrong order. Write the sentences in the correct order.

The meat was still frozen.
Dan's family went to a restaurant to eat.
Dan forgot to thaw the meat.
The meat could not be cooked for dinner.

Composition Reteaching

Name Class Date

5.6 Reports: Narrowing a Topic

Key Information

When you plan a research report, try to select a topic that interests you. Narrow the topic so that you can cover it thoroughly. Use several sources, gathering	information that relates to your topic. As you write your report, keep your required length, purpose, and audience in mind.
---	---

■ A. Exploring Techniques for Narrowing a Topic

You are to give an oral report to your class on a hobby or sport you enjoy. Once you have chosen the broad topic, you need to narrow it down. Decide on one aspect of the hobby or sport to talk about. Examples might be its history, a famous person involved with it, or your own experience. List some details you would cover in your report, and tell what sources of information you would use.

■ B. Writing the Report

Write a paragraph about your topic. Check to make sure that all your information relates to the narrowed topic.

5.7 Reports: Turning to Helpful Sources

Key Information

<p>To help you write a better report and increase your knowledge of the topic, consult several sources. Books, references such as almanacs and encyclopedias, magazines, newspapers, and audio-visual resources such as tapes and compact discs</p>	<p>are good secondary sources. If possible, use primary sources in your research, too, such as people, letters, journals, and original documents. Take careful notes as you do your research, and be sure to write in your own words.</p>
--	---

■ **A. Finding Sources**

It is important to know which sources to use for which purposes. Below is a list of sources and a list of information to be found. Draw a line matching the correct source with the information needed.

- | | |
|-------------------|--|
| encyclopedia | landforms of Australia |
| newspaper | latest PC software |
| world almanac | today's political events |
| computer magazine | general information about Guatemala |
| dictionary | Helen Keller's personal experiences |
| atlas | statistics on public schools in the U.S. |
| autobiography | pronunciation of a word |

■ **B. Using Source Notes**

Read the following notes on bats, taken from an encyclopedia. Use them to draft a two-paragraph report about bats. Be sure each paragraph has a topic sentence. Use a separate sheet of paper.

- where they live (specific)—attics, caves, trees, dark places
- where they live (countries)—everywhere except Antarctica and the Arctic; 40 species in U.S. and Canada
- appearance—varies, depending on species (more than 900 species); most—furry bodies; wings covered by smooth skin; hang upside down; different colors—yellow, red, gray; most often—black, brown
- smallest—size of bumblebee; largest—size of pigeon
- mammal—hands, fingers, feet, toes; small, sharp teeth; hands, fingers serve as wings

5.8 Reports: Conducting an Interview

Key Information

People can be good sources of information for your research reports. An **interview** with an expert or an eyewitness can give you important details that will strengthen your report. Before an interview, **research your topic**, and **prepare**

your interview questions. During the interview, take careful **notes**. You may want to use a tape recorder. Immediately after the interview, write out your notes fully while the information is still fresh in your mind.

A. Practicing Interview Techniques

Use the guidelines in your textbook to interview a classmate. Prepare five or six questions that explore your classmate's view about his or her favorite movie. Be sure your questions are open-ended, requiring more than a yes or no answer.

Person interviewed: _____

Question 1: _____

Answer: _____

Question 2: _____

Answer: _____

Question 3: _____

Answer: _____

Question 4: _____

Answer: _____

Question 5: _____

Answer: _____

B. Interviewing an Expert

If you could interview an expert about a topic you have researched, who would that expert be? Write that person's name, and state why you would like to interview him or her. Then write six to eight questions you would ask that person in an interview.

Composition Reteaching

Name Class Date

5.9 Reports: Organizing and Drafting

Key Information

All research reports should have a thesis statement . A thesis statement is a sentence that tells briefly the whole idea or focus of your report—what you want to show, prove, or explain. It is not simply a	statement of the paper’s subject. It communicates the subject and what you want to say about the subject. It puts your main idea into a nutshell.
--	---

■ A. Recognizing Thesis Statements

Read the following sentences. Number the sentences to indicate the correct order. Put the thesis statement first. Think about what makes this a thesis statement.

- _____ Stores rely on computers to bill customers and to keep track of inventory.
- _____ Computers are so widely used today that everyone needs a basic knowledge of how to use them.
- _____ Schools use computers as teaching aids.
- _____ Computers have taken the place of card catalogs in most libraries.

■ B. Organizing Ideas

Put the following information about money in outline form. Use roman numerals for the three main topics. Use capital letters for two subtopics under each main topic.

- The first coins
- Minting coins
- How money first began
- U.S. currency today
- How U.S. currency developed
- The first paper money
- How money is manufactured
- Printing paper money
- The earliest U.S. currency

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5.10 Reports: Revising and Presenting

Key Information	
After your draft is done, set it aside for a day. Then revise and edit your research report. When revising and editing, check	all facts, figures, names, dates, and quotations for accuracy. Be sure that your final report is written in your own words.

■ Revising and Editing Your Research Report

Read this paragraph about the writer Louisa May Alcott. Revise the report, paying attention to the order of details, word choice, and accuracy. Use an encyclopedia to check the facts. Then edit the paragraph for errors in grammar, spelling, and punctuation. Write the revised paragraph in the space provided.

Louisa May Alcott was born in Germantown, Pennsylvania, in 1832. She died in 1888. She worked as a nurse during the Civil War. She got typhoid fever and went home. She lived in Massachusetts. She loved to write. She is famous for her children books like *Little Women*. It is from her own life and family. She had three sisters and was poor. She worked young.

Name Class Date

WRITING ABOUT LITERATURE

5.11 Comparing Two People

Key Information

Organizing and answering questions about your subjects can help you **compare and contrast** two people. You can use a **Venn**

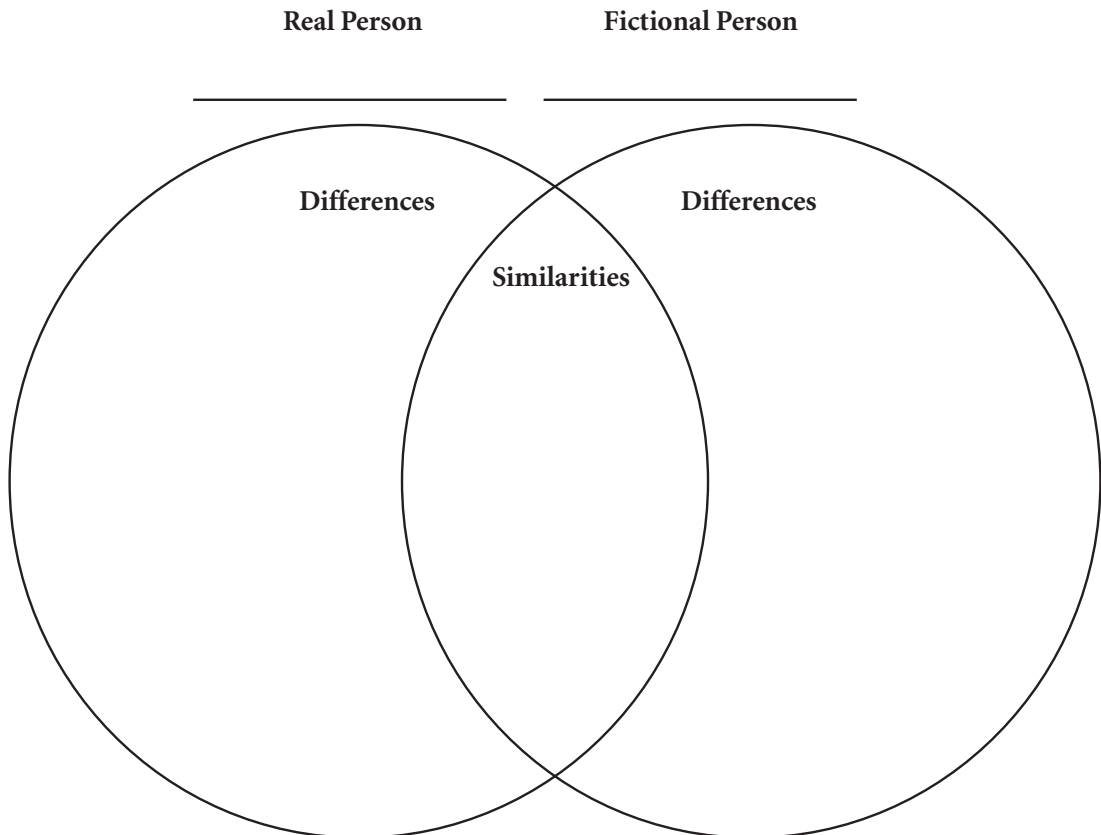
diagram to show shared features or characteristics as well as differences between two subjects.

A. Comparing Two People

Write three questions you might ask to compare and contrast two people.

B. Making a Venn Diagram

Make a Venn diagram using words and phrases to compare and contrast a real person you know with a fictional person you have read about or seen on television. Use the questions from Part A to help you get started.



5 Writing Process in Action

Key Information

You can write a research report **to inform and explain** by following the steps in the writing process. Be sure your report

includes accurate information, logical organization, and correct grammar.

■ Prewriting

Imagine that you have been asked to write a one-page report on Walt Disney. Make a cluster diagram to narrow the topic and to explore details. Take notes from an encyclopedia or other sources. Organize your notes as you go.

■ Drafting

Write a one-page report from your notes. Be sure your report has an interesting introduction, an organized and informative body, and a strong conclusion.

■ Revising

Read your draft. Is it clear? Is it accurate? Does each paragraph have a topic sentence? Are details organized logically? Do any rewriting that is necessary until you can answer *yes* to these questions.

■ Editing/Proofreading

Read your final draft, and correct any mistakes in mechanics.

■ Publishing/Presenting

Hand in your final copy to the teacher.

6.4 Developing an Argument

Key Information

As you develop a piece of persuasive writing, state your topic and your opinion in the introduction. Use a strong opening to interest your audience. Decide how to arrange your supporting evidence. For example, you might begin with your strongest evidence and end with your

weakest, or vice versa. Also, consider placing your weakest evidence in the middle so that you can leave your reader with a stronger point in the end. In your closing, sum up your argument and give your conclusions.

■ A. Planning Your Argument

This year you and your classmates will vote on where to go for the class field trip. Your teacher has asked that suggestions be given in the form of a persuasive paragraph. Think about what you would like the class field trip to be, and write your idea in the space below. Then write reasons why your class should vote for your suggestion. Try to think of reasons that would convince both your teacher and your classmates. For example, what would the class learn? How is your suggestion interesting? Is your idea practical? How is your idea related to your lives?

Field trip you would like to take: _____

Reasons why class should go on your suggested field trip:

■ B. Choosing Your Evidence

Read the reasons you wrote in Part A. Decide which ones make the strongest arguments, and cross out the rest. Remember that your readers will be your teacher and classmates.

■ C. Ordering Your Argument

Now write your persuasive paragraph. State your idea for a field trip in the topic sentence. Then explain your reasons in the order you think is the most effective. Think about where you want to put your weakest and strongest arguments.

6.5 Polishing an Argument

Key Information

When revising persuasive writing, make sure that your position is clearly stated and supported. Strive for precise wording and sensible connections between supporting

details. Finally, evaluate whether the form you chose, such as a letter or an editorial, is tailored to your purpose and audience.

■ A. Reviewing a Classmate’s Writing

A classmate has asked you to review the following paragraph from a letter. The writer wants to persuade the city park management to replace old playground equipment in the neighborhood park. Read the paragraph, and answer the following questions.

The park at Milford Creek is where a lot of families go for exercise. The basketball nets are gone. The canvas swings have been shredded by years of wear. One mother takes eight children to the park almost every day. My cousin Alonzo visits me in the spring. How much could it cost for new swing seats, basketball nets, and maybe a play area for the little ones? Really little kids can’t play because the equipment is built for seventh-graders like me.

1. Is the writer’s purpose clear? _____
2. Does the introduction grab your attention? _____
3. What evidence does the writer give to support his or her position? _____
4. Are the supporting details effective? Why or why not? _____
5. Are the supporting details connected sensibly? _____
6. Is the wording strong and precise? _____

■ B. Polishing the Paragraph

Below is a revision of the paragraph in Part A. Read the revision and notice what changes were made. How do they improve the paragraph? Use the questions from Part A as a guide. Write your answers on a separate paper.

The park at Milford Creek is a vital part of the neighborhood. Many families use the park for recreation, and it is the only one in our area. I know one mother who takes eight children to the park almost every day. My friends and I regularly play basketball there. However, after many years of use, the playground equipment is either broken, torn, or out of date. As a consequence, the playground is unsafe, unattractive, and basically unusable. For example, the canvas seats on the swings are ripped, making them unsafe. The basketball nets are gone, and the rings are rusted. Small children cannot use the playground safely because the equipment was built for older children. The playground equipment needs to be replaced and updated. The families in my neighborhood and I would be grateful if you would take such action.

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Name Class Date

6.7 Writing a Letter of Complaint

Key Information

A letter of complaint is similar to other forms of persuasive writing in that you present an argument that tries to persuade the reader to act. In a letter of

complaint, you should state a problem, explain how it happened, and propose a reasonable solution. Your letter should be polite and businesslike.

■ Writing a Letter of Complaint

You just spent most of your savings on a popular, expensive brand of athletic shoes. The first time you wore them, the whole bottom of one shoe fell off! Write a short letter of complaint to Walker's World, the company that manufactures the shoes. Fill in the missing parts of the business letter below, using your own name and address. Assume that Walker's World is located in your town. In the body of your letter, be sure to state the problem, tell how it happened, and offer a solution—maybe the company could replace your shoes or give you a refund.

Walker's World	_____
14 North Holly Street	_____

Dear Sir or Madam:	

	Sincerely,

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Composition Reteaching

Name Class Date

6.8 Writing a Movie Review

Key Information

When you write a movie review, state your opinion clearly, and support your opinion with convincing evidence. Discuss specific elements of the movie—character, plot,

acting, and visual effects. If you can, provide some background information about the movie.

■ A. Planning a Movie Review

People are always seeking guidance about good movies to see. Imagine that you are the movie critic for the neighborhood newsletter. Use the following guideline to assemble information for a review about a movie you have seen. Give your opinion about how each element was handled.

Title: _____

Characters: _____

Plot: _____

Acting: _____

Visual effects: _____

■ B. Writing a Movie Review

Draft the movie review, using the information you listed in Part A. Make sure the families in your neighborhood audience know your opinion of the movie.

6 Writing Process in Action

Key Information

You can write persuasively about a topic that is important to you. Use the stages of the writing process to help you find an

appropriate topic, gather and organize evidence, write and refine a draft, and present your persuasive writing to an audience.

A. Finding a Topic

In “The Liberry,” Bel Kaufman claims that libraries help make the United States great. Imagine that your state governor’s office is sponsoring a contest for students to write an essay titled “What Makes Our State Great?” Use a prewriting technique such as listing or freewriting to think of a place, person, or event that makes your state a great place to live.

B. Gathering Evidence

Choose one of the topics you thought of in Part A. Gather evidence to use in a persuasive essay about the topic. Think of facts, examples, statistics, opinions, or reasons to list below.

C. Writing Persuasively

Draft your entry for the contest. It should be one page long. Include an attention-getting opener, a body based on organized evidence, and a conclusion that summarizes your opinion. Use additional paper if necessary.
