

# Writing Well

Grade  
7

A Guide for Proper Writing Technique

PUNCTUATION

GRAMMAR

STYLE

PROOFING

EDITING

SENTENCE  
STRUCTURE

Milliken Publishing Company

# Writing Well/7

by Georgia Archibald

## Writing Well/7

A Guide for Proper  
Writing Technique

### Overview

This book is designed to be used in conjunction with most English texts. The pages are arranged in a sequence that follows concepts that have been presented previously, but they may be used individually in any order which best meets the needs of the class. The author suggests that the teacher review each page before using it in order to assess its appropriateness. Most pages review or reinforce particular concepts.

### Features

The activities lend themselves to extension, homework, whole-class review, or extra credit assignments.

All pages provides opportunities for using basic rules of grammar and punctuation. Rules are reviewed in the context of writing activities.

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# Teaching Guide

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This book offers a dual approach to the teaching of writing. It acknowledges that writing can be viewed in parts: words, sentences, paragraphs, etc. However, this book also supports recent research that tells us that in order to become writers, *students must write*. The value in any writing is the idea or message and the communication of the idea.

For these reasons, on each page of *Writing Well* there is an opportunity to look at the parts, i.e., the rules, or traditions of language. There are examples and practice sections to clarify the language basics and to instruct the student. There is also a stimulus to use the skill or rule as a function of writing.

Students should become their own editors by reading and revising their writing and the writing of their peers. The objectives for each lesson are reviewed in the **Edit** portion of each page. These specific editing reminders help both student and teacher to evaluate the assignments.

Most longer writing assignments should be done on separate paper. Many can be begun on the lesson page and completed on the back. First drafts should be read and commented on by the teacher, but not every mistake need be marked or corrected. First drafts could be stored in a folder and chosen periodically for rewrite and polishing into final finished compositions.

**Editor's Notes** are given on some pages for additional help or key writing hints. Review these comments as the pages are given to students. These lessons are in no way to be considered grammar lessons. The book is designed to help students put the basic language concepts that they have been learning over the years into practice through writing. The real purpose of this book is to encourage good writing.

# Progress Chart

[illegible]

# Answers

## Page 1:

Our Week

What would you do if your school principal decided that for one week every student could study whatever he wanted? Our school this semester last and it was wonderful. This wasn't a spontaneous thing, we beginning planning it in the fall. First students listed activities they wanted in school. Then people were chosen to lead these activities. Some were students, some were teachers. The object of all of this was to prove most boys and girls would like school if they could take meaningful courses during our week we could dress as we wanted, we could do what we wanted, some spent the day rehearsing a play. Others prepared for a track and field day, while some read books and magazines in the library. The most popular classes were Audio, Karate, Ecology, sign language. Students especially liked several classes that met at the airport and hospitals to study matters related to those places. This was not only a fun week, but our week enriched our learning.

## Page 2:

Nature is orderly to the extent that we can predict the behavior of gently things. Gravity, for instance, is a constant force, and we always know constant how it will affect things. However, when many forces work together we predict cannot always predict their combined or synergistic effect. If we plant seed and it fails to grow, we don't know whether it is due to insufficient water, sunlight, or chemicals in the soil, or an imbalance between any number of other variables. A botanist might know, and in this case, nature would seem orderly to him, whereas to a amateur gardener, it would seem largely a matter of chance. In other words, one way of looking at this question is that we are not talking about nature but our perception of it. "Order" and "chaos" concepts invented and used exclusively by humans.

## Page 3:

Answers will vary. Possible words are:

- 1) preview, preschool, pretest
- 2) postmortem, postdated, postoperative
- 3) oversee, overview, overlap
- 4) underwater, underestimate, underdog
- 5) unlock, unskilled, undo
- 6) inaccurate, indirect, inoperable
- 7) dislike, disagree, disobey
- 8) interact, interoffice, intercom
- 9) autobiography, automobile, automate
- 10) biweekly, bicycle, binocular
- 11) supermarket, superhuman, superpower
- 12) semisweet, semiprivate, semiconscious

## Page 4:

any legitimate word is acceptable.

## Page 5:

1. smallest
2. longer
3. older
4. fastest
5. slower
6. biggest
7. smarter
8. deeper

## Page 6:

1. more crowded
2. most popular
3. worst
4. more pleasant
5. best
6. less

## Page 7: Words will vary.

## Page 8:

1. deafening thunder
2. churning clouds
3. roaring wind
4. lonely bird
5. whirling leaves
6. gray-green sky

## Page 9:

Any reasonable choice is acceptable.

## Page 10:

1. (s)
2. (s)
3. (m)
4. (m)
5. (s)
6. (s)

## Page 11:

1. (p)
2. (h)
3. (p)
4. (p)
5. (h)
6. (h)

## Page 12:

1. accept
2. all ready
3. all together
4. capitol
5. desert
6. loose
7. principle
8. quiet
9. stationary
10. to
11. weather
12. Where
13. vain
- except
- already
- altogether
- capital
- dessert
- lose
- principal
- quite
- stationary
- too
- two
- whether
- Wear
- Were
- vane
- vein

## Page 13:

Example sentences:

- Students make choices during their free hour.
- Teachers monitor the halls.
1. students/eat
2. teachers/insist
3. Parents/volunteer
4. Educating students/costs
5. read/is

## Page 14:

1-5: Any proper form is acceptable.

## Page 15:

1. Before dawn,
2. although weather predictions warned of an approaching storm.
3. Since we were going to be out for a long time,
4. until we could see a small log cabin.
5. Because the skies were beginning to cloud over,

## Page 16:

Sentences will vary.

## Page 17:

1. The science teacher taught us how to summarize our findings.
2. We wrote our summary paragraphs in our journals.
3. The journals were collected for grading.
1. Writing in science is difficult.
2. It must be clear and accurate.
3. The observations, hypothesis and conclusion must be in the correct order.

## Page 18:

Order can vary. Topic sentence could be 2 or 1.

## Page 19:

Who? The popular singing group.  
What? Will give a benefit.  
When? March 4, 2002  
Where? Keen Stadium  
Why? Funds for the Fresh-Air Fund research.

## Page 20:

Answers will vary.

## Page 21:

Use editing sentences for evaluation.

## Page 22:

Topic sentence. School children should be free to watch TV on school nights if they have completed their homework and their grades are not suffering.  
Remaining sentences support the topic sentence.

## Page 23 — 26:

Answers will vary.

## Page 27:

Students will develop questions that will guide the interview.











## Page 28:

Answers will vary.

# Proofreading

Proofreading is reading what has been written before it is put into final form to mark and correct any errors in punctuation, grammar or spelling. Certain symbols are used by professionals to mark the errors.

## Commonly used symbols

	Change to a capital		Word is misspelled
	Change to a lowercase letter		Insert at this point
	Add punctuation as shown		Start a new paragraph
	Transpose; reverse words or letters		Divide
	Delete a letter, word or phrase		Bring together

Read the following article; notice the proofreading symbols. After a careful reading, copy it on another sheet of paper, making the corrections indicated.

**Proofreading** is reading *what has been written before it is put into final form to make necessary corrections.*

## Our Week

What would you do if your school principal decided that for one week every student could study whatever he wanted? Our school <sup>did</sup> this semester <sup>tr.</sup> last and it was wonderful. This wasn't a spur the of moment thing; we <sup>sp. spur/moment/</sup> began planning it in the fall. First students listed activities they wanted in students/ school. Then people were chosen to lead these activities. Some were activities/ students and some were teachers. The object of all of this was to prove most would/ boys and girls would like school if they could take meaningful courses during could/courses/ our week we could dress as we wanted we could do what we wanted. some spent the day rehearsing a play. Others prepared for a track and field day prepared/ while some read books and magazines in the library. The most popular language/ classes were Judo, Karate, Ecology and sign language. Students especially liked especially/ several classes that met the air port and hospitals to study matters related related/ to those places. this was not only a fun week, but also our week enriched our week/ learning.

Begin your revision here. \_\_\_\_\_

*continue...*

**Edit** (alone or with a partner):

- Exchange papers and reread your revised article. Did you or your partner correct all of the marked errors?
- Remark to correct any new errors you may have made.





# Words With Prefixes

A **prefix** is a letter or group of letters added at the **beginning** of a word. When you add a prefix to a word, you form a new word.

**Example:** Would you rather be an **over**achiever or **under**achiever at school?  
Before the lesson we took a **pre**test. After the lesson we took a **post**test.

Write at least three words that begin with each prefix.

- |   |  |  |
|---|--|--|
| 1. pre (before)<br>pre _____<br>pre _____<br>pre _____    | 5. un (not or opposite)<br>un _____<br>un _____<br>un _____            | 9. auto (self)<br>auto _____<br>auto _____<br>auto _____               |
| 2. post (after)<br>post _____<br>post _____<br>post _____ | 6. in (not or opposite)<br>in _____<br>in _____<br>in _____            | 10. bi (two, twice)<br>bi _____<br>bi _____<br>bi _____                |
| 3. over<br>over _____<br>over _____<br>over _____         | 7. dis (not or opposite)<br>dis _____<br>dis _____<br>dis _____        | 11. super (extra, better)<br>super _____<br>super _____<br>super _____ |
| 4. under<br>under _____<br>under _____<br>under _____     | 8. inter (between, among)<br>inter _____<br>inter _____<br>inter _____ | 12. semi (half, partly)<br>semi _____<br>semi _____<br>semi _____      |

**A prefix** is a letter or group of letters added at the **beginning** of a word.

Write a paragraph or two about some of the things that are happening in your school. Use at least ten of the prefix words you have listed above.

*continue...*

**Edit:**

- Check to see if you used the prefix words correctly.
- Make sure each sentence has a subject and predicate.
- Check for correct punctuation and capitalization.

# Words With Suffixes

A **suffix** is a letter or group of letters added to the **end** of a word. Adding a suffix sometimes changes the meaning of a word.

**Example:** Being an **artist** for the school newspaper brings me great happiness.  
My grades have shown **improvement**.

*A **suffix** is  
a letter or  
group of letters  
added to the  
end of a word.*

*Write at least three words that will make new nouns or adjectives with each suffix.*

1. discover er (one who)

          er

          er

          er

2. invent or (one who)

          or

          or

          or

3. art ist

          ist

          ist

          ist

4. collect ion (state or action)

          ion

          ion

          ion

5. happi ness (state or action)

          ness

          ness

          ness

6. depend ence (the act of)

          ence

          ence

          ence

7. hand full (full of)

          full

          full

          full

8. agree able (able to)

          able

          able

          able

9. worri some (showing, apt to)

          some

          some

          some

10. child ish (marked by, given to)

          ish

          ish

          ish

*Write about a favorite hero you have read about, either in or out of the classroom. Tell about his or her life and deeds. Your hero can be real or a folk hero. Use at least ten of the suffix words you have listed above.*

*continue...*

## **Edit:**

- Check to see if you used the suffix words correctly.
- Have you used details about the hero's life and deeds?
- Check for misspelled words and incorrect punctuation.

## **Editor's Note:**

*Spelling changes often take place when suffixes are added. The changes follow spelling rules you have learned before. When in doubt, check your dictionary.*

# Er and Est Adjectives

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The **comparative adjective** compares two things or people. Add *er* to an adjective to make the comparative form.

The **superlative form** of an adjective compares more than two things or people. Add *est* to an adjective to make the superlative form.

**Examples:** The chihuahua is a small breed of dog from Mexico.  
It is smaller than a toy poodle.  
It is the smallest breed of dog in the world.

Decide whether the comparative or the superlative form of the adjective in parentheses is correct for each sentence.

1. Pluto is the (small) \_\_\_\_\_ of all the planets in our solar system.
2. The Mississippi River is (long) \_\_\_\_\_ than the Colorado River.
3. The Sphinx is (old) \_\_\_\_\_ than any structure in the United States.
4. The batfly is probably the (fast) \_\_\_\_\_ insect in the world.
5. Even the swift antelope runs (slow) \_\_\_\_\_ than a cheetah.
6. The (big) \_\_\_\_\_ creature in all the world is the blue whale.
7. Some scientists believe that the elephant is (smart) \_\_\_\_\_ than the chimpanzee.
8. The Challenger Deep, an ocean canyon, is (deep) \_\_\_\_\_ than the Grand Canyon in Arizona.

Write a paragraph or two about two familiar television shows or two books that you have read recently. Use comparative and superlative adjectives as you compare them to one another and to other TV shows and books you know.

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*continue...*

## Edit:

- Check for correct use of comparative and superlative adjectives.
- Did you give good reasons to support your opinions? What facts did you include?
- Check your sentences for correct punctuation and capitalization.

## Editor's Note:

The words *then* and *than* are often confused because they sound similar. They have different meanings. *Then* is an adverb that talks about time (at that time, next in time). *Than* is a conjunction that means in comparison with. I like it better **than** any other book.

*The comparative adjective compares two things or people. The superlative form compares more than two things or people.*

# Special Comparative Adjectives

Some adjectives have special comparative and superlative forms. They do not use *er* or *est*.

<b>Example:</b>	<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
	good	better	best
	bad	worse	worst
	many/much	less	least

*Some adjectives  
have special  
comparative and  
superlative forms.*

Some two-syllable and most three-syllable adjectives use **more** or **less** instead of *er* for the comparative form and **most** or **least** for the superlative form.

<b>Example:</b>	<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
	pleasant	more pleasant	most pleasant
	useful	more useful	most useful
	famous	less famous	least famous
	fortunate	less fortunate	least fortunate

*Correctly complete the sentences below by crossing out the incorrect adjective form in parentheses.*

1. Mexico City is (more crowded/most crowded) than Dallas, Texas.
2. John Clayton was voted the (more popular/most popular) football player of the year.
3. That was the (worse/worst) joke I've ever heard.
4. The weather has been (more pleasant/most pleasant) this October than it was last year.
5. She is the (better/best) cheerleader in our high school.
6. My new automobile uses (less/least) gasoline than the one I sold.

*Pretend that you are considering three different animals as possible pets. Write a paragraph or two comparing the advantages or disadvantages of each. Use comparative and superlative adjectives that require the special forms described on this page.*

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**Edit:** (alone or with a friend):

- Are the comparative and superlative adjectives used in their correct form?
- Did you give supporting reasons? Did you include facts?
- Check for correct punctuation.

# Descriptive Words

Descriptive words and action words help the reader see the scene, person, or event as the writer saw it. No two authors will describe the world in the same way. The author must choose words that allow readers to share his or her world.

## Example:

It was a dark and eerie night. The moon shone down on the town's streets with the same orange flickering glow of a giant jack-o-lantern. Ghosts, witches, devils, and tramps were winding up and down the patches that led to well-lit doors spaced neatly in rows. Giggles, laughter, and a few shrieks of terror rang through the late October air. A strange mixture of fun and fear hung over the scene like a heavy fog. It was Halloween.

Cluster new words that describe or give action to the word given. Think of as many different words as you can to build these word webs.

describe: eerie <b>night</b> star-filled spooky inky silent	describe: <b>moon</b>	action: <b>walked</b>
describe: <b>fear</b>	describe: <b>fun</b>	action: <b>sounds</b>

**Descriptive words and action words help the reader see the scene, person, or event as the writer saw it.**

Write a descriptive paragraph about a frightening time that you have experienced. Use as many different adjectives and vivid action words as you can.

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**Edit:** (alone or with a friend):

- Underline your descriptive words. Will they help the reader see what you saw?
- Circle your action words. Are they strong, vivid verbs?
- Check for correct punctuation. Does every sentence have a subject and a predicate?



# Special Adjectives

Adjectives describe and make writing interesting. Some adjectives, however, describe almost anything (*good, nice, or bad*, for example), while others are more specific and create better word pictures. A good writer uses specific adjectives whenever possible.

*Circle the word phrase from each pair that contains the more specific adjective or the phrase that creates the clearest image.*

*Adjectives  
describe and  
make writing  
interesting.*

- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| 1. loud thunder   | 2. moving clouds  | 3. strong wind    |
| deafening thunder | churning clouds   | roaring wind      |
| 4. lonely bird    | 5. blowing leaves | 6. gray-green sky |
| single bird       | whirling leaves   | dark sky          |

*Write a descriptive paragraph about a severe thunderstorm moving into your neighborhood. Use some of the specific adjectives suggested above and create some of your own. Write as vividly as you can.*

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**Edit:** (alone or with a friend):

- *Are your adjectives specific?*
- *Based on what you have written, can you see what is happening?*
- *Do your nouns and verbs agree?*

**Editor's Note:**

*Many times adjectives are created by combining two or more words. These compound adjectives are written with a hyphen.*

**Examples:**

*next-door neighbor  
well-known symptom  
weather-beaten house  
out-of-the-way place  
matter-of-fact attitude  
broad-minded teacher*

*mind-boggling problem  
wind-blown hair  
old-fashioned cellar  
second-story room  
self-taught man*

# Synonyms

Synonyms are words that have the same or nearly the same meaning (evident-apparent).

**Examples:** Words with two possible synonyms for each.

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. give - present, offer      | 6. big - large, huge          |
| 2. brave - courageous, heroic | 7. walk - step, stroll        |
| 3. rich - wealthy, affluent   | 8. said - remarked, exclaimed |
| 4. nice - agreeable, fine     | 9. good - excellent, splendid |
| 5. admit - confess, consent   | 10. happy - joyful, pleased   |

Replace the italicized word in each sentence with a synonym. Use the dictionary for new words. In most dictionaries the synonyms (syn.) are listed immediately after the definition. Another place to look for synonyms is in a thesaurus—a book of words and their synonyms.

1. We saw a *good* movie Saturday. \_\_\_\_\_
2. My brother and I *walked* through the woods. \_\_\_\_\_
3. We looked for *different* kinds of leaves. \_\_\_\_\_
4. I was *unable* to solve the mystery. \_\_\_\_\_
5. The smell from the kitchen made me *think* of dinner. \_\_\_\_\_

Write a conversation between two of your school friends about their weekend. Use various synonyms for said, asked and answered.

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*continue...*

**Edit:** (alone or with a friend):

- Reread your conversation. Count the synonyms you used for said, asked and answered. Did you use different words each time?
- Does your dialogue sound natural?

**Editor's Note:**

- Enclose a direct quotation in quotation marks: "What did you see?"
- When a direct quotation is introduced by an expression such as he said or she asked, use a comma to set off the direct quotation from the rest of the sentence. Begin the quoted sentence with a capital. Place the punctuation mark that ends the direct quotation before the closing quotation mark.
- When a direct quotation is followed by an expression such as he replied or she answered, begin the quoted sentence with a capital letter. Set off the quotation by putting a comma, an exclamation point, or a question mark before closing the quotation marks. "Why do you ask?" he replied.

**Synonyms** are words that have the same or nearly the same meaning.

# Metaphors and Similes

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A **simile** makes a comparison between two unlike objects. The words *like* and *as* are used in a simile.

The room was as *busy* as a *beehive*.

A **metaphor** suggests a comparison by giving an object qualities of some other, unlike object.

Throughout the debate, *he* was a *bull*.

*A simile makes a comparison between two unlike objects.*

**Examples:** My father is as grouchy as an old bear today. **s**  
The desert is an oven. **m**  
She is as slow as a turtle. **s**  
You are a beast. **m**

*A metaphor suggests a comparison by giving an object qualities of some other, unlike object.*

Tell whether the following sentences use metaphors or similes. Underline the things that are being compared. Use **(m)** or **(s)** behind each sentence.

1. The people looked like ants far below us. \_\_\_\_\_
2. The stale doughnut was like a rock. \_\_\_\_\_
3. He was a pig at the dinner table. \_\_\_\_\_
4. The city is a jungle of people. \_\_\_\_\_
5. The children were as good as angels on the trip. \_\_\_\_\_
6. He ran as fast as the wind. \_\_\_\_\_

Go back in your memory and find a time or an event that was important or outstanding to you. Think about what you saw, heard, and felt. Describe that memory in writing. Use at least two similes and two metaphors.

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**Edit:** (alone or with a friend):

- Share your written memory. Look for metaphors and similes. Do your comparisons add color and clarity?
- Have you added interest and variety to your story by using different kinds of sentences (simple, compound, or complex)? What changes could you make?
- Check for the correct use of commas, quotation marks, and ending punctuation.

# Personification and Hyperbole

**Personification** gives human characteristics to things or ideas.

The tree lifted its *bare arms* to the autumn sky.

**Hyperbole** is a ridiculous exaggeration.

I'm so hungry that I could *eat a horse*.

**Examples:** The painting shouted for attention. **p**  
I'll die if I can't have chocolate! **h**  
The rain came down in buckets. **h**  
The computer laughed at such a simple problem. **p**

**Personification**  
*gives human  
characteristics to  
things or ideas.*  
**Hyperbole** *is  
a ridiculous  
exaggeration.*

Tell whether each of the following sentences is an example of personification (**p**) or hyperbole (**h**).

1. The wind grabbed at my umbrella. \_\_\_\_\_
2. It took forever to finish my homework. \_\_\_\_\_
3. The moon stood guard over the sleeping town. \_\_\_\_\_
4. The autumn leaves skipped across the grass. \_\_\_\_\_
5. I'll go mad if she does that again. \_\_\_\_\_
6. I'm so tired that I could sleep for a year. \_\_\_\_\_

Think of a time when you disagreed with someone in your family. Remember the words that were said, how you felt about the other person's point of view and how the disagreement was resolved. Describe that time in writing. Use at least two examples of personification and two of hyperbole.

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**Edit:** (alone or with a friend):

- Reread your account. Does your use of personification add humor and color?
- Consider your style. Have you used varied sentence structures? Have you used dialogue to add life? What changes could you make?
- Check for capitalization and correct punctuation. Do you need to check for correct spelling?

# Trouble Word Alert

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Many words in our language have similar sounds or similar spellings, but different meanings. These words can be trouble words when we write.

Here are some words that often cause confusion. If you are sure of the meaning, fill in the blanks with the correct word. Use a dictionary when you have any doubts.

*Many words in  
our language  
have similar  
sounds or  
similar spellings,  
but different  
meanings.*

1. (accept, except)

Tom did not \_\_\_\_\_ the job. No one \_\_\_\_\_ Sara saw the play.

2. (all ready, already)

The children were \_\_\_\_\_ to eat. The adults had eaten \_\_\_\_\_.

3. (all together, altogether)

Baboons live \_\_\_\_\_ in communities. The puppies' eyes were open \_\_\_\_\_.

4. (capital, capitol)

The \_\_\_\_\_ building has a golden dome. The \_\_\_\_\_ of California is Sacramento.

5. (dessert, desert)

Our summer has caused the ground to be as dry as a \_\_\_\_\_.

Mother serves \_\_\_\_\_ every night.

6. (lose, loose)

My sweater feels \_\_\_\_\_. Be careful not to \_\_\_\_\_ your wallet.

7. (principal, principle)

The \_\_\_\_\_ of trust is important. Mr James is our \_\_\_\_\_.

8. (quiet, quite)

The room was very \_\_\_\_\_. I am not \_\_\_\_\_ finished with my work.

9. (stationary, stationery)

The desks were bolted down to make them \_\_\_\_\_.

His letter came on official \_\_\_\_\_.

10. (two, to, too)

We walked \_\_\_\_\_ the park. My little sister came, \_\_\_\_\_.

\_\_\_\_\_ neighbor children followed us.

11. (weather, whether)

The \_\_\_\_\_ turned chilly. I wonder \_\_\_\_\_ or not she will come today.

12. (where, were, wear)

\_\_\_\_\_ shall we have the party? I usually \_\_\_\_\_ a sweater. \_\_\_\_\_ you at his house?

13. (vain, vein, vane)

I made a \_\_\_\_\_ attempt to water ski. The weather \_\_\_\_\_ was shaped like a rooster. We worried that he had cut a \_\_\_\_\_.



# Sentences

A sentence is a group of words that expresses a complete thought. Every sentence has two parts. The complete subject names whom or what the sentence is about. The complete predicate tells what action the subject does.

**Example:** Check the groups of words below which express a complete thought.

- \_\_\_\_\_ Some schools.
- \_\_\_\_\_ Students make choices during their free hour.
- \_\_\_\_\_ Classes when the bell rings.
- \_\_\_\_\_ Teachers monitor the halls.

*A sentence is a group of words that expresses a complete thought.*

Draw a line between each complete subject and each complete predicate in the following sentences.

1. The older students eat lunch last in the cafeteria.
2. The teachers insist that students turn in their homework on time.
3. Parents volunteer to do many jobs in our school throughout the year.
4. Educating students costs the taxpayers a lot of money.
5. Learning to read is a primary goal of all education.

Choose a picture from a magazine. Write five sentences about the picture, telling what or whom the picture is about and what the subject does.

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**Edit:** (alone or with a friend):

- Underline each complete subject.
- Circle each complete predicate.
- Check to be sure each sentence is complete and that it begins with a capital and ends with the appropriate punctuation mark.

**Editor's Note:**

1. The word **sentence** comes from the same Latin base as the word **sense**. Every sentence needs to make sense.
2. A **declarative** sentence makes a statement. Use a period (.) at the end of a declarative sentence.
3. An **interrogative** sentence is a sentence that asks a question. Use a question mark (?) at the end of an interrogative sentence.
4. An **imperative** sentence is a sentence that gives a command or makes a request. Use a period (.) at the end of an imperative sentence.
5. An **exclamatory** sentence is a sentence that expresses strong feeling. Use an exclamation mark (!) at the end of an exclamatory sentence.

# Compound Sentences

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A **compound sentence** is a sentence that contains two or more related simple sentences joined by a **conjunction**. A conjunction is a word such as *and*, *or*, or *but* that connects words or groups of words. A comma is used before the conjunction.

**Examples:** I enjoy reading books of all kinds, but science fiction books are my favorite.  
I always check to see what new science fiction books are on the library shelves, and I check out as many as I can.  
Books about the future must be interesting, or they would not be checked out so frequently.

*A compound sentence is a sentence that contains two or more related simple sentences joined by a conjunction.*

*Rewrite each pair of simple sentences to make a single compound one. Use and, or, or but as the conjunction. Put a comma before a conjunction.*

1. People are all different. They are alike in some ways.

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2. Vacations can be great fun for the family. Sometimes vacations can cause problems.

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3. Bears are often portrayed as friendly and playful. Bears can be vicious.

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4. People bring their raincoats to the football game. Sometimes the spectators get wet.

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5. Susy is a popular girl. She has many friends.

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*Write about a sport that interests you. Use at least three compound sentences.*

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**Edit:** (alone or with a friend):

- Review your simple and compound sentences. Did you vary their use? The compound sentences should help your writing by making some sentences longer and showing relationships between ideas.
- Check to be sure you put a comma before the connecting word.

**Editor's Note:**

*And can connect phrases and series, but yet, so, for and nor are conjunctions that are used to join sentences only.*

# Complex Sentences

A **complex sentence** is a sentence that has one independent clause (a complete thought that can stand alone) and one or more dependent clauses (a group of words that does not express a complete thought and cannot stand alone). The two clauses are joined together by such words as:

*after, although, as, because, before, if, since, unless, until, while, when.*

If the dependent clause introduces the sentence, a comma is used after the dependent clause.

**Examples:** Scott returned the tools before he went on vacation. Although he was careful, one of the saws had rusted.

Mr. Jones was upset about his saw, though he understood Scott had tried to take care of it.

Because Scott felt responsible, he bought a new saw.

*Underline the dependent clause and circle the word that begins the clause.*

1. Before dawn, we dressed for the long hike ahead.
2. The day was crisp and clear, although weather predictions warned of an approaching storm.
3. Since we were going to be out for a long time, we packed our rain gear just in case.
4. We tramped up the wooded hills until we could see a small log cabin.
5. Because the skies were beginning to cloud over, we quickened our pace.

*Describe a trip or day outdoors that you experienced. Use at least three complex sentences.*

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

**Edit:** (alone or with a friend):

- Review your sentences. Are there any sentences that could be rewritten for more variety to make your writing more interesting?
- Where the dependent clause introduces the sentence, did you always use a comma?

**A complex sentence is a sentence that has one independent clause and one or more dependent clauses.**

# Expanding with Prepositional Phrases

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Sometimes a simple subject and predicate do not give enough information. One way to build or expand a sentence is to add prepositional phrases. An **adjective phrase** tells more about a noun or pronoun. An **adverb phrase** tells more about a verb.

**Examples:** Children play. (simple subject and predicate)  
Children *from the preschool* play. (adjective phrase)  
Children from the preschool play *on the new playground*. (adverb phrase)

*One way to  
expand a sentence  
is to add a  
prepositional  
phrase.*

*Expand each sentence by adding an adjective prepositional phrase that describes the subject and an adverb prepositional phrase that tells where, when or how the action is done.*

1. The art student painted. \_\_\_\_\_  
\_\_\_\_\_
2. People travel. \_\_\_\_\_  
\_\_\_\_\_
3. Boats sail. \_\_\_\_\_  
\_\_\_\_\_
4. Fish swim. \_\_\_\_\_  
\_\_\_\_\_
5. Teachers laugh. \_\_\_\_\_  
\_\_\_\_\_

*Think of a topic that you know. It may be a particular sport, a kind of music, solar power, or horses. It could be a skill you have mastered such as repairing a bicycle or preparing some recipe. Write about your subject. Use expanded sentences that include prepositional phrases that modify nouns and verbs.*

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**Edit:** (alone or with a friend):

- Review your expanded sentences. Do the added words make your writing more interesting and less choppy?
- Which sentence contains the most information and is most interesting?
- Check for correct punctuation.

**Editor's Note:**

*A prepositional phrase usually follows the word or words it describes. Good writing, however, has variety. To vary your sentences, begin some with prepositional phrases. Make sure the new sentences sound natural to you.*

**Example:** *Up in the sky*, kites bobbed brightly.

# Run-On Alert

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A **run-on sentence** is a sentence where too many ideas are joined together by *and* or by a comma. Run-on sentences can cause confusion and should be broken into shorter sentences.

**Examples:** The science teacher taught us how to summarize our findings and we wrote our summary paragraphs in our journals and the journals were collected for grading. (Too many ideas joined by *and*).

Writing in science is difficult, it must be clear and accurate, the observations, hypothesis, and conclusion must be in the correct order. (Too many ideas joined by commas).

*Rewrite each of the two example sentences above as three shorter complete sentences.*

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**Run-on sentences**  
*can cause confusion and should be broken into shorter sentences.*

## Watch for Sentence Fragments

A sentence fragment is not a complete sentence. It lacks either a subject part or a predicate part.

**Examples:** Several unhappy boys. From dawn to dusk.  
Hurried to the game. Under the benches.

*Rewrite each of the example sentence fragments above to make them complete sentences.*

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**Edit:** (alone or with a friend):

- Review your sentences. Are they all complete?
- Is your punctuation correct?



# Paragraph Structure

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A **paragraph** is a group of words that tells about one main idea. A paragraph may have three kinds of sentences. The **topic sentence** tells the main idea of the paragraph. The **supporting sentences** give more detail about the topic sentence. The **concluding sentence** sums up the main idea of the paragraph.

*A paragraph is  
a group of words  
that tell about  
one main idea.*

**Examples:** (Topic sentence) Writing is a magical realm of expression that allows the author to deal with the joys and sorrows of daily life. (Supporting sentence) It is a painting of the writer's own vision, his perception of the world as he sees it. (Supportive sentence) With words and sentences the writer creates a permanent record of experience. (Concluding sentence) Writing captures forever the special messages and meanings that come from the author's world.

*The sentences below include a topic sentence, supporting sentences, and a concluding sentence. Renumber them in the order in which they should be written.*

- \_\_\_ 1. Every time I have to have my picture taken, something goes wrong.
- \_\_\_ 2. I hate to have my picture taken.
- \_\_\_ 3. When the photographer says to smile, I get a silly grin on my face.
- \_\_\_ 4. I've never seen a picture of me that looks the way I think I do.

*Write a paragraph about the school cafeteria. Use a topic sentence that presents the idea you are going to develop. Then write sentences to support your idea. Finally, conclude with a sentence that refers back to the topic sentence.*

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**Edit:** (alone or with a friend):

- Find the three kinds of sentences that make up the paragraph structure.
- Which sentence contains the most information and is most interesting?
- Check for correct punctuation.

**Editor's Notes:**

- Be sure to indent the first word of your paragraph!
- The topic sentence may appear anywhere in the paragraph. For variety, place the topic sentence at the end or in the middle of some paragraphs instead of always in the beginning.
- The topic sentence of a paragraph should not be too broad. The idea must be satisfactorily developed in one paragraph.  
*Look for sentence variety. Are some of your sentences longer than others? Do some begin with a prepositional phrase? Which ones could you improve?*  
*Did you indent the first word of your paragraph?*

# The News Article: Five Ws

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The first paragraph in a news story is called a lead. In one or two sentences the lead usually answers most of the following questions:

1. **Who** (or what) is involved?
2. **What** happened?
3. **When** did it happen?
4. **Where** did it happen?
5. **How** or **Why** did it happen?

Further descriptions and details are then included in later paragraphs.

Analyze the news lead below. Pick out the five Ws and the topic sentence.

## Limelighters to Perform

The popular singing group, the Limelighters, will give a benefit performance on March 4, 2002, at Keen Stadium. All proceeds will go to the Fresh-Air Fund for research.

Who? \_\_\_\_\_  
What? \_\_\_\_\_  
When? \_\_\_\_\_  
Where? \_\_\_\_\_  
Why or How? \_\_\_\_\_  
Topic sentence \_\_\_\_\_  
\_\_\_\_\_

Choose an event that you have witnessed recently, so that the details are still fresh in your mind. Before writing the lead paragraph, list the five Ws.

Who? \_\_\_\_\_  
What? \_\_\_\_\_  
When? \_\_\_\_\_  
Where? \_\_\_\_\_  
Why or How? \_\_\_\_\_

Now write the lead for your news story.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Edit:** (alone or with a friend):

- Find the three kinds of sentences that make up the paragraph structure.
- Which sentence contains the most information and is most interesting?
- Check for correct punctuation.

*The first paragraph in a news story is called a lead.*

# Facts and Opinions

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**Facts are**  
*statements about*  
*things that have*  
*actually happened.*

**Opinions are**  
*statements that*  
*express personal*  
*feelings.*

Some paragraphs contain facts. Facts are statements about things that have actually happened or that can be readily seen to be true. **Factual paragraphs** are often used in news articles, business letters, and reports.

Some paragraphs contain opinions. An opinion is a statement that expresses personal feelings. **Opinion paragraphs** are often used in editorials, advertisements, or critic's reviews.

Write a factual sentence and an opinion sentence about each:

Physical fitness \_\_\_\_\_

\_\_\_\_\_

Reading books \_\_\_\_\_

\_\_\_\_\_

Food \_\_\_\_\_

\_\_\_\_\_

Sports \_\_\_\_\_

\_\_\_\_\_

TV \_\_\_\_\_

\_\_\_\_\_

Large cities \_\_\_\_\_

\_\_\_\_\_

Farms \_\_\_\_\_

\_\_\_\_\_

Choose one factual sentence to develop into a paragraph. Then choose an opinion sentence to develop into another paragraph. You may use a library reference book to provide you with supporting details for your factual paragraph. The two paragraphs need not be about the same topic.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Edit:** (alone or with a friend):

- Review both paragraphs. Could the facts in the factual paragraph be proven? Is it free from any opinion? Do you think everyone would agree with the supporting sentences in your opinion paragraph? Are they personal feelings?
- Have you developed the topic sentence in each paragraph? Did you use a concluding sentence? (It is not always necessary to have a concluding sentence.)
- Did you indent the first word of your paragraph?

# Descriptive Paragraphs

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A **descriptive paragraph** lets you describe a scene, a person, or an event in your own way. You can create a mood or a particular image by using specific words to tell about your view of a subject.



*You can create a mood or a particular image by using specific words to tell about your view of a subject.*

Study the picture of this house. Ask yourself these questions and write brief answers.

1. Would you like to live in this house? Why, or why not? \_\_\_\_\_

2. What rooms are in the house? What is in the basement? What is in the attic?

3. List as many words as you can to describe the house.

4. Tell about the people who might live there.

Choose one of the ideas below to develop a paragraph describing something about the house. Begin with a topic sentence, followed by supporting detail.

- Describe:**
1. A night spent in the house above.
  2. Someone who lives in this house.
  3. Your feelings about coming back to such a house where you once lived.
  4. The thoughts the house is thinking about something happening inside.

**Edit:** (alone or with a friend):

- Do you have a topic sentence and supporting sentences to develop the topic idea?
- Does your writing create an image or a mood? Are there words or sentences you could make more vivid?
- Check for indentation, capitalization, and correct punctuation.

# Editorial Paragraphs

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*An editorial paragraph expresses the feelings of the writer.*

An **editorial paragraph** expresses the feelings of the writer. The writer tries to change things by offering persuasive, supporting details to his opinion.

**An editorial:** School children should be free to watch TV on school nights if they have completed their homework and their grades are not suffering. TV is a form of recreation, yet it provides the viewer with some ideas about the world around him. TV lets us listen and watch instead of reading and writing as we do in school, so it offers a different way to learn. I want to grow and learn and I see no reason why I can't learn from TV as well as from school books and classes.

Written by a seventh grade student  
in Webster Groves, Missouri

*Read the above and find the topic sentence. Did the author offer good reasons in the supporting sentences? Would most people agree? Why, or why not?*

This is your chance to write an editorial and express your opinions and reasons for feeling the way you do. Think about a problem that faces students your age. It should be a problem about which you feel strongly.

*Write a topic sentence that expresses your feelings about the problem. Write supporting sentences to explain how and why you feel as you do. Include ideas from other students, using such phrases as "Students I have talked with think . . ."*

**Edit:** (alone or with a friend):

- Does the topic sentence state your opinion clearly?
- Are the sentences arranged in the best possible way?
- Check punctuation. Use a dictionary to check spelling.



# Summary Paragraphs

A **summary paragraph** tells only the most important information about a subject. Having once gathered information from different sources such as books, newspapers, magazines, charts, graphs, interviews and surveys, the writer chooses and organizes the main facts into a paragraph.

Think about all the things that happened last summer. Many details were important, others were not as important. Prepare a good topic sentence for a paragraph about what you did last summer. Then select the details that are most important. Leave out less important information. Organize your facts and write a summary paragraph. As an alternative, you may summarize one of the following topics:

What I like about school.

Why my city is good to visit.

How I would spend \$500.00 if I won it.

What I would pack for a moon trip.

**A summary paragraph tells only the most important information about a subject.**

**Edit:** (alone or with a friend):

- Does your paragraph have a topic sentence and supporting sentences?
- Are your details the most important information about your summer?
- Check for run-ons and sentence fragments. Make necessary corrections.
- Be sure you indented the first sentence.

# Business Letters

A business letter is written to obtain information, make a complaint, or place an order.

A business letter is a way to express your needs in a clear and polite way. It can serve your purpose better than a telephone call because it gives you time to organize and plan the way you want to express yourself. It also provides a written record of your business.

A business letter is usually kept as brief as possible. It has a more formal style than everyday conversation. Look at the example below.

**A business letter**  
*is written to obtain*  
*information, make*  
*a complaint, or*  
*place an order.*

<b>Heading:</b> Includes writer's address and the date. Use commas in the address and date.	112 Orange Drive Centerville, AK 60212 September 3, 20____
<b>Inside address:</b> Includes the name and address of the person or company receiving the letter.	New York Chamber of Commerce 321 Madison Avenue New York, NY 10017
<b>Greeting:</b> When writing to a person use Dear Mr. ____ , Dear Mrs. ____ , or Dear Ms. ____ . When writing to a company or organization, write Dear (name of company or organization). Put a colon (:) after the greeting.	Dear New York Chamber of Commerce:  We are planning a trip to your state in June and we would like any information that you might be able to send us.  We will be traveling by car. Our family is particularly interested in seeing New York City, the Statue of Liberty and the Baseball Hall of Fame in Cooperstown, New York.  We look forward to whatever information you can send us.
<b>Signature:</b> Write your full name in ink. Your name should also be typed below the signature.	Yours truly, <i>George Jones</i> George Jones
	<b>Closing:</b> Use a comma after the closing of a letter.

List five reasons why you might need to write a business letter.

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Think of a place you would like to visit. It could be real or imaginary. Write to the Chamber of Commerce for that city, state, or country and request tourist information.

**Edit:** (alone or with a friend):

- Did your letter include the six main parts of a business letter?
- Is the letter clear and polite? Does it use more formal language than you use everyday?
- Did you use commas and colons in the right places?

# Friendly Letters

Letters written to friends or family are called **friendly letters**.

Letters are a good way to communicate with friends or family members. You can plan a letter so that it will say exactly what you mean. Also, a letter can be read again and kept to reread or share. Look at the parts of the friendly letter below.

*Letters written to friends or family are called friendly letters.*

<b>Heading:</b> Includes writer's address and the date. Use commas in the address and date.	→	405 Baker Street Northville, OR 97043 October 10, 20____
<b>Greeting:</b> Is friend's name. Use a comma after the name.	→	Dear Bob,
<b>Body:</b> Contains the message. Indent all paragraphs	→	I have been thinking about you lately because Halloween is coming soon. Remember last Halloween when we had so much fun dressed like bums and going to Frank's party?  I am sorry that your family moved away. It would be great to have you here again this Halloween.  How is your new school? Write and tell me all about it.
<b>Closing:</b> Is a way to say goodbye. The closing is followed by a comma.	→	Your friend,
<b>Signature:</b> Use only a first name in a friendly letter.	→	<i>Jy</i>

List three people to whom you might write. For each one add a reason to write.

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Write a letter to a friend or relative. Tell about something that is happening to you. Plan your letter before you write. Use descriptive words. Edit your letter. Rewrite it on good paper and mail it.

**Edit:** (alone or with a friend):

- Does your letter have a heading, greeting, body, closing, and signature?
- Are there good descriptive words that make your letter vivid?
- Did you begin each new idea with a new paragraph? Did you indent?
- Are the capital letters and punctuation marks correct?

# Transitions in Paragraphs

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In compositions of two or more paragraphs you need to show the reader how the paragraphs are related. You can do this by using a **transitional device**, a word or phrase that helps connect the new paragraph to the previous idea.

Some frequently used transition words and phrases are:

*In compositions of two or more paragraphs you need to show the reader how the paragraphs are related.*

in addition to	therefore	also
as a matter of fact	finally	another
equally important	instead	however
on the other hand	nevertheless	besides

*Think about a rule or condition that you feel should be changed in your school. Write a topic sentence that states the central idea of your opinion. This will be your thesis statement.*

**Thesis statement:**

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*Supporting ideas. Now, brainstorm for ideas that will support your opinion and organize your ideas in the order you want to use them.*

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*Finally, write an editorial beginning with your thesis statement. Use transitional devices to move from one paragraph to another. End with sentences that summarize the points you have made. Begin below, and continue on the back of this page.*

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**Edit:** (alone or with a friend):

- Read your editorial again. Is the thesis statement clear? Are your supporting ideas in the best order?
- Do your transitional words connect one paragraph to another?
- Did you indent, capitalize, and punctuate properly?

# Interviews and Feature Stories

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An **interview** tells about a particular person by using facts and quotations gathered while talking with that person. A **feature story** may or may not be based upon an interview.

Interview feature stories are often written for newspapers and magazines. The person being interviewed may be famous or unusually interesting because of some skill or experience.

Look through newspapers and magazines for interviews. Read several. Notice the way the story begins. **1.** It may begin with the subject (person being interviewed) doing something exciting, or **2.** it may begin with a good description of the person. **3.** The first sentence may be a quotation of the subject, or **4.** it may be a combination of any of the above.

Also notice that each time there is a quotation, a new paragraph begins, and notice that not all sentences are alike.

*Interview a new teacher or student, or an expert in some area, or someone of general interest. Learn some things about the person before your interview. Plan to take notes or use a tape recorder. Professional writers use both.*

*List questions you want to ask. Plan questions that will involve the person in conversation.*

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*After the interview, decide what you want to use in your feature story. Organize your notes and write. Begin below and continue on the back of this page.*

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**Edit:** (alone or with a friend):

- *If you knew little or nothing about the subject, would the story interest you and give an insider's understanding of the person?*
- *How are your transition words? Does each paragraph relate to the thesis?*
- *Are the quotations punctuated correctly? Does each question begin a new paragraph?*
- *Are spelling and capitalization correct?*

*An interview tells about a particular person by using facts and quotations gathered while talking with that person.*

# Tall Tales

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A **tall tale** is a story that contains little truth and a lot of exaggeration.

Some famous examples of tall tale heroes are Pecos Bill, Johnny Appleseed, Paul Bunyan, and John Henry. All contain extraordinary exaggerations that stretch or magnify the truth. Find other tall tales to read aloud.

*A tall tale is a story that contains little truth and a lot of exaggeration.*

Tall tales, like other short stories, have three main elements:

**character      setting      plot**

Create an extraordinary adventure for a character from a tall tale. Who is the main character?

Where does the story take place?

What is the setting?

What happens? What events lead to a problem that the main character must face? How is the problem solved or ended? What is the plot?

Write the first draft of your story. Begin here and continue on the back of this page.

**Edit:** (alone or with a friend):

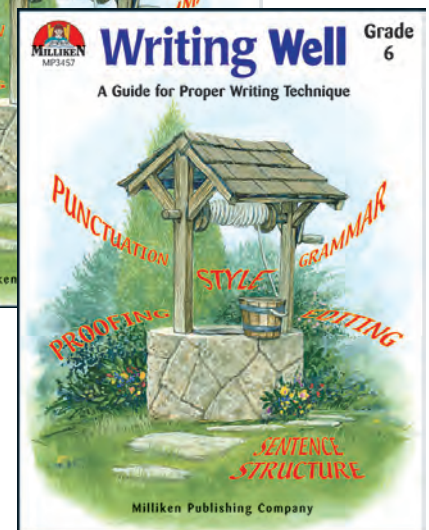
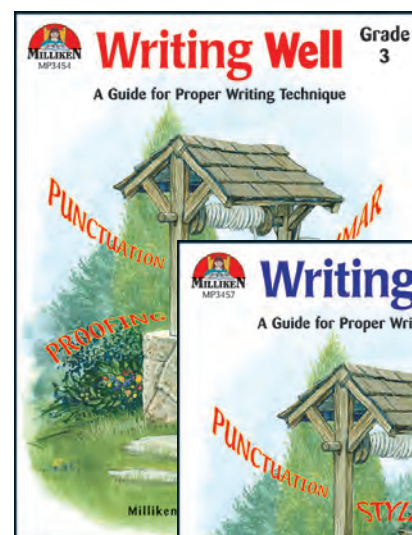
- If you knew little or nothing about the subject, would the story interest you and give an insider's understanding of the person?
- How are your transition words? Does each paragraph relate to the thesis?
- Are the quotations punctuated correctly? Does each question begin a new paragraph?
- Are spelling and capitalization correct?

# Writing Well



These books are designed to encourage good writing through imaginative exercises. Students put basic language concepts, such as grammar, punctuation, and usage, into practice through writing. The entire writing process is demonstrated from prewriting to proofreading, editing, and revising. A few of the activities included are letters, news stories, book reviews, interviews, short stories, and descriptive, editorial, persuasive, and explanatory paragraphs.

MP3453	Writing Well	Grade 2
MP3454	Writing Well	Grade 3
MP3455	Writing Well	Grade 4
MP3456	Writing Well	Grade 5
MP3457	Writing Well	Grade 6
MP3458	Writing Well	Grade 7



**Milliken Publishing Company**  
a Lorenz company  
**P.O. Box 802, Dayton, OH 45401-0802**  
**[www.LorenzEducationalPress.com](http://www.LorenzEducationalPress.com)**