

Writing



INSIDE

LANGUAGE • LITERACY • CONTENT





INSIDE

LANGUAGE • LITERACY • CONTENT

PROGRAM AUTHOR

Gretchen Bernabei

Acknowledgments

Grateful acknowledgment is given to the authors, artists, photographers, museums, publishers, and agents for permission to reprint copyrighted material. Every effort has been made to secure the appropriate permission. If any omissions have been made or if corrections are required, please contact the Publisher.

Photographic Credits

Cover: Arctic Fox, Prudhoe Bay, Alaska, Patrick Endres. Photograph © Patrick Endres/Visuals Unlimited/Corbis.

Acknowledgments continue on page 513W.

Copyright © 2017 National Geographic Learning, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

National Geographic and the Yellow Border are registered trademarks of the National Geographic Society.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 888-915-3276

For permission to use material from this text or product, submit
all requests online at www.cengage.com/permissions
Further permissions questions can be emailed to
permissionrequest@cengage.com

National Geographic Learning | Cengage Learning

1 Lower Ragsdale Drive
Building 1, Suite 200
Monterey, CA 93940

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at www.cengage.com/global.

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

Visit National Geographic Learning online at NGL.Cengage.com
Visit our corporate website at www.cengage.com

Printed in the USA
RR Donnelly, Willard, OH, USA

ISBN: 978-13053-98818

Printed in the United States of America

15 16 17 18 19 20 21 22 23 24

10 9 8 7 6 5 4 3 2 1

Contents

Chapter 1	The Building Blocks of Writing	1W
------------------	---------------------------------------	----

Chapter 2	The Writing Process	44W
------------------	----------------------------	-----

Chapter 3	The Many Writers You Are	94W
------------------	---------------------------------	-----

Writer's Files

Writing Forms	356W
Writing Organizers	416W

Handbooks

Grammar	428W
Using Words Correctly	474W
Spelling	480W

Index	500W
--------------	------

THE Building Blocks OF WRITING

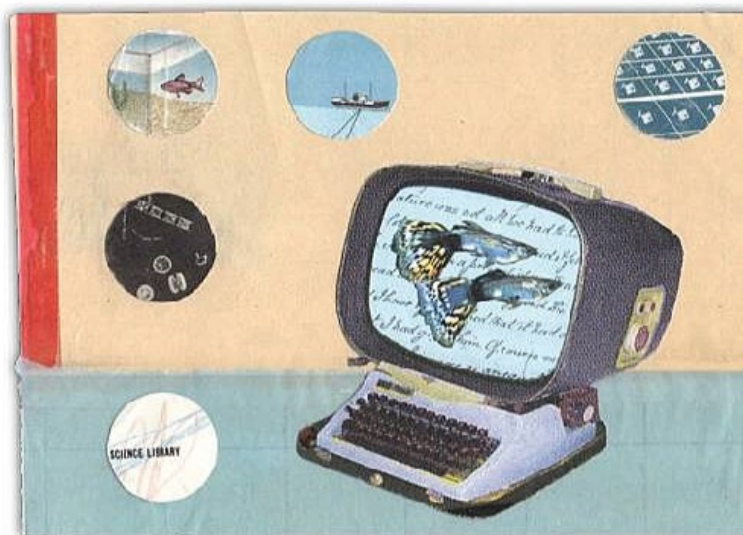


Project 1 Paragraph Structure:

Topic and Details ■ INFORMATIVE/EXPLANATORY

MODEL STUDY	Sentences and Paragraphs	2W
STRATEGY	State a Topic Sentence	4W
APPLICATION	<i>Write a Paragraph</i>	
	Plan and Write	6W
	Revise	8W
	Edit and Proofread	10W
	Mechanics Workout Correct Sentences	11W

THE Writing Process



Project 5 Use the Writing Process ■ EXPLANATORY

OVERVIEW	Stages of the Writing Process	46W
APPLICATION	<i>Write Explanatory Paragraphs</i>	
STAGES	Prewrite	48W
	Draft	60W
	Revise	68W
	Edit and Proofread	76W
	Publish, Share, and Reflect	88W

At Each Stage of the Writing Process—

Prewrite

Collect Ideas	48W
Choose Your Topic	52W
Choose Your Audience	53W
Choose Your Purpose	54W
Choose a Structure	58W

Draft

Taking the Leap	60W
Getting Started	62W
Staying on Track	64W
Knowing When You're Done	66W

Revise

Gather Ideas	68W
Improve Your Writing: Word Choice	72W
Revision in Action	74W

Edit and Proofread

Make Your Paper Ready for Your Readers	76W
Tools: The Dictionary	78W
Tools: Spell-Check	79W
Tools: Your Own Checklist	80W
How to Catch and Correct Your Mistakes	82W
Use Proofreading Marks	83W
Editing and Proofreading in Action	84W
Grammar Workout Subject-Verb Agreement	85W
Spelling Workout Plural Nouns	86W
Mechanics Workout Abbreviations	87W

Publish, Share, and Reflect

How Do Writers Share Their Writing?	88W
Keeping It Personal	89W
Entering the Public Eye	89W
Make Your Work More Exciting with Graphics	90W
Reflect on Your Writing	91W
Presentation Manual: Use Multimedia	92W

THE Many Writers YOU ARE



Project 6 Write as a Friend ■ NARRATIVE

MODEL STUDY	Friendly Letter	96W
APPLICATION	<i>Write a Friendly Letter</i>	
	Prewrite	98W
	Draft	100W
	Drafting Tips If Your Writing Sounds Like a List	101W
	Revise	102W
	Edit and Proofread	104W
	Grammar Workout Pronouns	105W
	Spelling Workout Compound Words	106W
	Mechanics Workout Commas and Capitalization	107W

Project 7 Write About Your Life ■ NARRATIVE

MODEL STUDY	Personal Narrative	108W
WRITING TRAIT	Organization	110W
	Raise the Score	114W
STRATEGY	Use Transitions	118W
APPLICATION	<i>Write a Personal Narrative</i>	
	Prewrite	124W
	Draft	128W
	Drafting Tips If Your Writing Wanders	129W
	Revise	130W
	Edit and Proofread	132W
	Grammar Workout Helping Verbs	133W
	Spelling Workout Suffixes	134W
	Mechanics Workout Apostrophes in Contractions	135W
	Publish, Share, and Reflect	136W
	Presentation Manual Read to Different Audiences	137W

Project 8 Write as a Storyteller ■ NARRATIVE

MODEL STUDY	Short Story	138W
	Focus on Character	140W
	Focus on Setting	142W
	Focus on Plot	144W
	Focus on Point of View	146W
WRITING TRAIT	Voice and Style	148W
	Raise the Score	152W
STRATEGIES	Use Effective Words	156W
	Vary Your Sentences	160W
	Combine Sentences	162W
APPLICATION	<i>Rewrite a Story</i>	
	Prewrite	166W
	Draft	170W
	Drafting Tips If You Need More Details	171W
	Revise	172W
	Edit and Proofread	174W
	Grammar Workout Adjectives and Adverbs	175W
	Spelling Workout Adverbs Ending in -ly	176W
	Mechanics Workout Punctuation in Dialogue	177W
	Publish, Share, and Reflect	178W
	Presentation Manual Dramatic Reading	179W

Project 9 Write as a Researcher ■ INFORMATIVE

MODEL STUDY	Information Report	180W
WRITING TRAIT	Focus and Unity	184W
	Raise the Score	188W
STRATEGIES	Plan Your Research	192W
	Locate Sources of Information	196W
	Evaluate Sources	200W
	Locate Relevant Information	202W
	How to Take Notes	204W
	How to Decide on a Central Idea	208W
	How to Make an Outline	210W
APPLICATION	<i>Write an Information Report</i>	
	Prewrite	212W
	Draft	212W
	Revise	218W
	Edit and Proofread	220W
	Grammar Workout Irregular Verbs	221W
	Spelling Workout Past Tense Verbs with -ed	222W
	Mechanics Workout Titles and Quotes	223W
	Publish, Share, and Reflect	224W
	Presentation Manual Use Multimedia	225W

Research Resources

Parts of a Book	228W
Atlas and Maps	232W
Almanac	235W
Dictionary	236W
Thesaurus	238W
Encyclopedia	240W
Newspaper	242W
Magazine	244W

Project 10 Write to Summarize ■ INFORMATIVE

MODEL STUDY	Summary Paragraph	246W
APPLICATION	<i>Write a Summary Paragraph</i>	
	Prewrite	248W
	Draft	250W
	Drafting Tips If Your Writing Sounds Choppy	251W
	Revise	252W
	Edit and Proofread	254W

Project 10 Write to Summarize, continued

Grammar Workout	Subject and Object Pronouns	255W
Spelling Workout	Words Ending in y	256W
Mechanics Workout	Capitalization of Proper Nouns	257W

Project 11 Write to Explain ■ EXPLANATORY

MODEL STUDY	Cause-and-Effect Essay	258W
STRATEGIES	Use Graphic Organizers	260W
	How to Write a Good Introduction	262W
	How to Link Causes and Effects	266W
	How to Finish Strong	268W
APPLICATION	<i>Write a Cause-and-Effect Essay</i>	
	Prewrite	270W
	Draft	272W
	Revise	274W
	Edit and Proofread	276W
	Grammar Workout Reflexive and Intensive Pronouns	277W
	Spelling Workout Words with <i>q</i> or <i>ei</i>	278W
	Mechanics Workout Serial Commas	279W
	Publish, Share, and Reflect	280W
	Presentation Manual Emphasize Your Points	281W

Project 12 Write to Convince ■ ARGUMENT

MODEL STUDY	Speech	282W
WRITING TRAIT	Development of Ideas	284W
	Raise the Score	288W
STRATEGIES	Prove It	292W
	Organize Your Ideas	294W
APPLICATION	<i>Write a Speech</i>	
	Prewrite	296W
	Draft	298W
	Drafting Tips If Your Writing is Vague	299W
	Revise	300W
	Edit and Proofread	302W
	Grammar Workout Possessive Adjectives	303W
	Spelling Workout Multisyllabic Words	304W
	Mechanics Workout Apostrophes in Possessives	305W
	Publish, Share, and Reflect	306W
	Presentation Manual Give a Speech	307W

Project 13 Write to Persuade ■ ARGUMENT

MODEL STUDY	Persuasive Business Letter	308W
APPLICATION	<i>Write a Persuasive Business Letter</i>	
	Prewrite	310W
	Draft	314W
	Drafting Tips If You Can't Write Enough	315W
	Revise	316W
	Edit and Proofread	318W
	Grammar Workout Prepositional Phrases	319W
	Spelling Workout Sound-Alike Words	320W
	Mechanics Workout Parentheses and Dashes	321W

Project 14 Write an Editorial ■ ARGUMENT

MODEL STUDY	Editorial	322W
APPLICATION	<i>Write an Editorial</i>	
	Prewrite	324W
	Revise	328W
	Edit and Proofread	330W
	Grammar Workout Complete Sentences.	331W
	Spelling Workout Tricky Consonant Sounds.	332W
	Mechanics Workout Capitalization and Style	333W

Project 15 Write About What You Read ■ ARGUMENT

MODEL STUDY	Literary Response	334W
STRATEGIES	Find Out What You Think	336W
	Support Your Statements with Specifics	338W
	Support Your Opinion	340W
	Build Your Layers	342W
APPLICATION	<i>Write a Literary Response</i>	
	Prewrite	344W
	Draft	346W
	Drafting Tips If Your Writing Sounds Like a List.	347W
	Revise	348W
	Edit and Proofread	350W
	Grammar Workout Compound Sentences	351W
	Spelling Workout Suffixes	352W
	Mechanics Workout Titles and Quotes	353W
	Publish, Share, and Reflect	354W
	Presentation Manual Book-Club Meeting	355W



Writer's Files

Writing Forms	356W
Writing Organizers	416W

Handbooks

Grammar	428W
Using Words Correctly	474W
Spelling	480W

Index	500W
------------------------	-------------

Acknowledgments and Art Credits	513W
--	-------------



Thursday, 10/10/44 14



37



ПЯТЬ РУБЛЕЙ

A
B
C
D
E
F
G
H
J
K
L
M
N
P
R
S
T

THE **Building** **Blocks** **OF WRITING**

Project 1	Paragraph Structure: Topic and Details	2W
Project 2	Paragraph Structure: Claim and Support	12W
Project 3	Paragraph Structure: Main Idea and Details	22W
Project 4	Paragraph Structure: Order of Events	32W

Paragraph Structure: Topic and Details



"Nothing helps me learn something new like seeing an example of it."

—Deion

Model Study

Sentences and Paragraphs

One great way to share ideas or express feelings is through writing. But how do you put your thoughts clearly on paper? You start with a **sentence**, a group of words that expresses a complete thought. There are four types of sentences:

Type of Sentence	Example
A statement tells something.	Danny is from Guatemala.
A question asks something.	Where is Guatemala?
An exclamation shows strong emotion.	Guatemala is so far away!
A command tells you to do something.	Come here. Watch out!

When you group sentences in an organized way, you have a **paragraph**. The sentences in a paragraph all tell about the same idea. One sentence gives the **main idea**. The other sentences offer **details** that support the main idea. Details might be examples that show the main idea is true. They might also describe parts of the “big picture” of the main idea.

PARAGRAPH

A well-developed paragraph

- ☒ has a topic sentence that states the main idea
- ☒ contains examples that tell more about the main idea.

Feature Checklist

Well-Developed

I'm Many Different People by Tony Sanchez

I can change in different situations. I speak Spanish at home with my family. I speak English at school. I am gentle with my little brother. I am more of a tough guy around my friends. I am many different people.

The **topic sentence** states the writer's main idea.

The **details** tell more about the main idea.

Student Model

Not So Well-Developed

Music by Cathy Long

I like playing the violin. I want to play the piano. Maybe I want to play drums. Learning to play a new instrument takes time and practice.

This paragraph has no topic sentence.

Student Model

Not So Well-Developed

Playing Soccer by Maria Mahadavi

I am a good soccer player. I practice every day. Soccer is popular in Brazil. Brazil has won five World Cups since 1930! Since I practice so much, I hope to make the school team.

This **detail** doesn't go with the **main idea**. The main idea is about the writer, not Brazil.

Student Model



State a Topic Sentence

What's It Like?

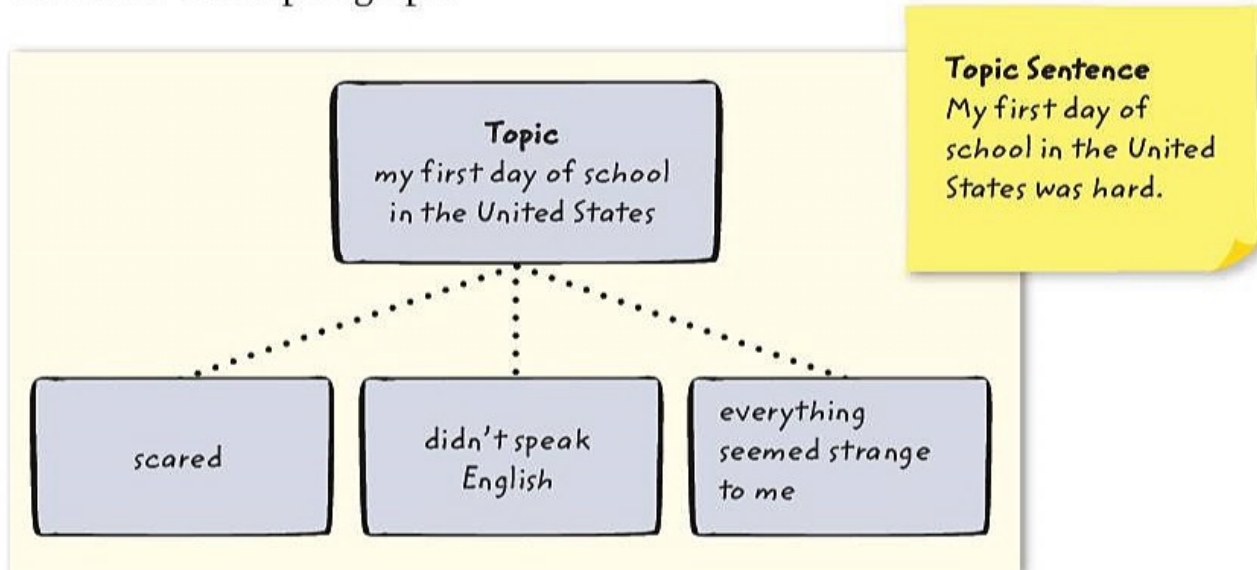
Think about a tasty combination pizza with all the toppings. Yum! You may not know what all the toppings are when you hear the words “combination pizza,” but you have a good sense of what to expect. A topic sentence is like the phrase “combination pizza.” The topic sentence doesn’t give away all of the details, but it tells readers about the main idea and helps them know what to expect.



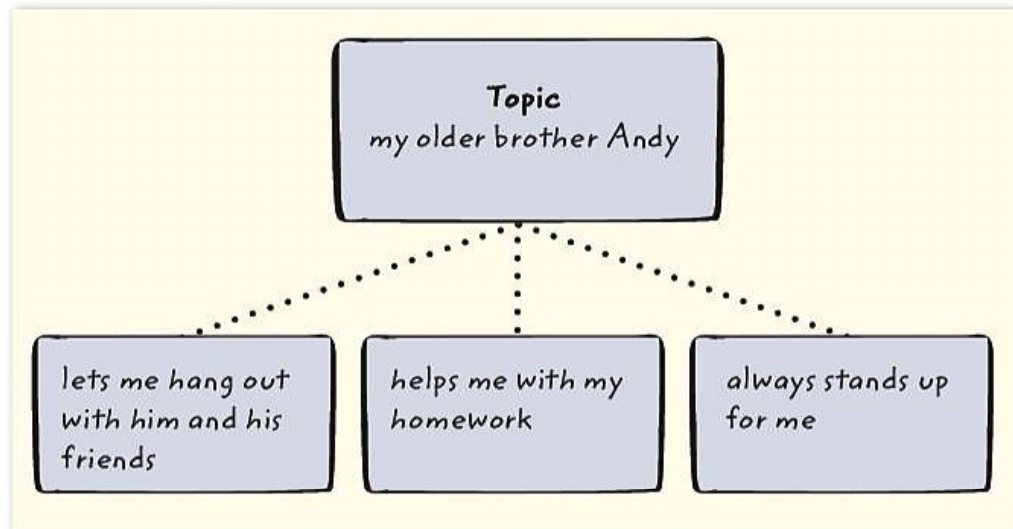
What Is a Topic?

Before you begin writing, choose your **topic**. Your topic is what you will write about. Write your topic. Write as many details as you can about your topic. Then look to see how the details are all related. Draw lines to connect the details and the topic.

Once you see how the details fit together, write a topic sentence. The topic sentence is a statement that tells the main idea of the paragraph.

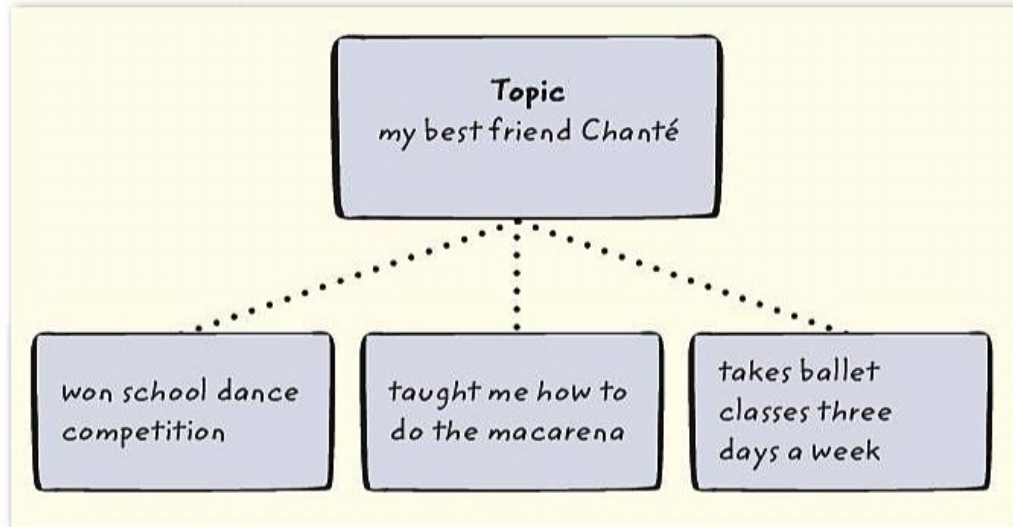


Plan for a Paragraph



How do these details go together? How do they relate to the topic?

Plan for a Paragraph



What topic sentence would you write based on this plan?



Write a Paragraph

WRITING PROMPT How do you describe yourself? Maybe you love to draw and you want to be an artist someday. Perhaps you're great at taking care of younger kids. Or you might be a great athlete.

Think about how you want your classmates to think about you. Then write a paragraph that tells

- one important idea about who you are
- details that show this idea.

Plan and Write

Here are some ideas for how you can plan and then get started on your writing.

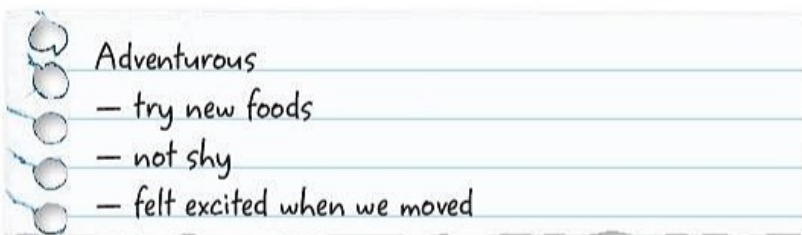
1 Choose a Topic

Decide what to emphasize. You can't tell everything about yourself, so what do you most want readers to know?



2 Get Some Ideas on Paper

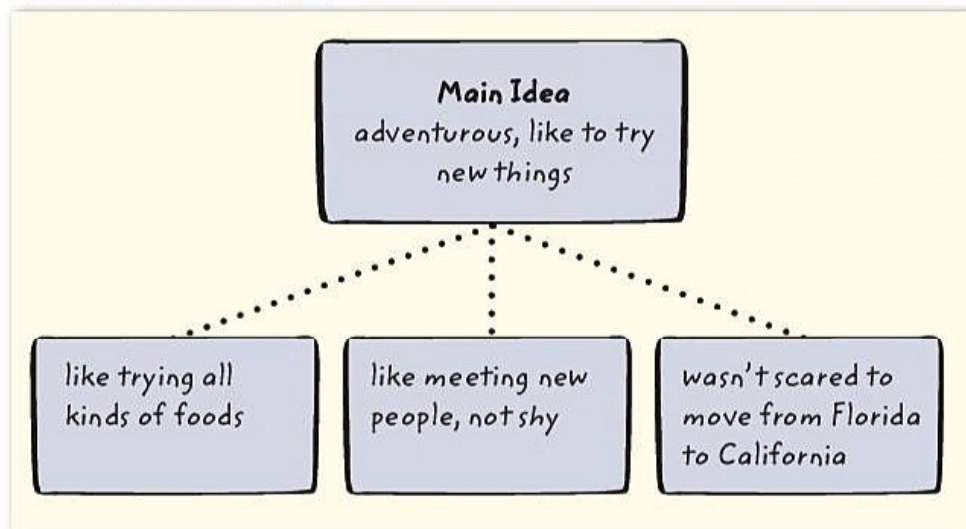
After you choose a topic, list related details. Your details will be examples of how you are this kind of person.



3 Plan Your Paragraph


Use a graphic organizer to organize your thoughts. Write your main idea first. Then add details.

Paul's Plan for His Paragraph



4 Write Your Topic Sentence

Think about how your details relate to one another and to the main idea. Connect the details with a single statement. That statement is your topic sentence.




I am adventurous because I like to try new things.

Paul's topic sentence connects his main idea and details.

5 Turn Your Examples into Sentences

Turn the details from your graphic organizer into sentences. Each sentence should be an example that helps to prove the main idea.



I will try any kind of food at least once.

Which section of Paul's graphic organizer does this sentence match?

Reflect

- Read your draft. Does your topic sentence clearly state your main idea?
- Does each of your details show that the main idea is true?

Revise

As you revise your work, think about your audience and your purpose for writing. Does your writing do what you want it to do? Will it connect with your audience?



1 Evaluate Your Work

Read your draft aloud to yourself to see what can be improved. As you read, ask yourself questions:

- **About the Topic** Does my paragraph have a clear topic sentence?
- **About the Details** Have I included enough examples to prove that my topic sentence is true?

Revision in Action

Paul's Draft

I am adventurous because I like to try new things. I like meeting new people. I will try food at least once. I hope I get to try many new things this year.

Paul thinks:

“I don't have enough details. What examples can I add to prove my point?”

“This is not clear. I need to tell what kind of food I will try. I can add an example, too.”

Maria's Draft

You can learn a lot from reading. I am always at the library reading about different people and cultures. My brother is taking an art class, and I asked him to show me how to draw with charcoal. Also, my teacher knows French, so I asked her to teach me a few words.

Maria thinks:

“I don't have a topic sentence. It should tell my main idea—something about me!”

2 Mark Your Changes

Add Text To show where you will add words or sentences, you use a mark called a **caret**. It looks like an upside-down v: \wedge . Use this mark to add:

- a topic sentence that tells your main idea
- details that support your main idea
- words to make your ideas clear.

Reflect

- Where might you add information to make your ideas clear?
- Should you add more details to better support your main idea?

Revising Marks

MARK	\wedge
WHAT IT MEANS	Insert something.

Paul's Revised Draft

I was not scared when my family moved. I was excited.
 I am adventurous because I like to try new things. \wedge
I like meeting new people. I will try new kinds of food at least once.
I even tried a kind of chicken that had chocolate in it.
 \wedge I hope I get to try many new things this year.

Paul added more details to show that he is adventurous. He also added an example to make one detail clearer.

Maria's Revised Draft

I am someone who loves to learn.
 \wedge You can learn a lot from reading. I am always at the library reading about different people and cultures. My brother is taking an art class, and I asked him to show me how to draw with charcoal. Also, my teacher knows French, so I asked her to teach me a few words.

Maria added a topic sentence stating her main idea.

















Edit and Proofread

Once your paragraph says what you want it to say, you need to read it carefully to catch mistakes. This is called **proofreading**. Then you **edit**. Editing is fixing the mistakes. Here are some things to look for when you edit and proofread:

- **Check the Grammar and Spelling** Make sure that you have used correct grammar and have spelled all words correctly. Use a dictionary to check your spelling.
- **Check the Mechanics** Errors in punctuation and capitalization can make your work hard to understand. In particular, check that your sentences begin with a capital letter and end with the correct punctuation mark. (See page 11W.)
- **Check Your Handwriting** If you're writing by hand, use clear, legible handwriting.

Use these marks as you edit and proofread your paragraph.

Editing and Proofreading Marks

MARK	WHAT IT MEANS	MARK	WHAT IT MEANS
	Insert something.		Make lowercase.
	Add a comma.		Delete, take something out.
	Add a semicolon.		Make new paragraph.
	Add a period.		Spell out.
	Add a colon.		Replace with this.
	Add quotation marks.		Change order of letters or words.
	Add an apostrophe.		Insert space.
	Capitalize.		Close up, no space here.

Reflect

- What kinds of errors did you find? What can you do to keep from making them?

Mechanics Workout

Check for Correct Sentences

- Use a capital letter at the beginning of each sentence.

INCORRECT their family is from Cuba.

CORRECT Their family is from Cuba.

- Use a period at the end of a statement or a polite command.

EXAMPLES Rachel enjoys riding on the train.

David, please feed the cats.

- Use the proper punctuation mark at the end of other types of sentences.

EXAMPLES I love Thai food! (exclamation)

Can we go to the mall today? (question)

Be quiet! (command with strong feeling)

Find the Trouble Spots

I grew up speaking two languages. Ever since I was little, I could speak both English and Vietnamese. my parents are originally from Vietnam. they have lived in America for more than thirty years, but they still speak Vietnamese at home. sometimes my mother will ask me a question in Vietnamese and I will reply in English. My best friend Jennie thinks this is really cool

Find three more errors in capitalization or punctuation to fix.

Paragraph Structure: Claim and Support



"I always try to have good reasons for my arguments."

—Chelsea

Model Study

Persuasive Paragraph

An argument is a statement about a writer's position, or viewpoint, on a topic. When you write an argument, you state your claim. Your claim is what you want to convince others to believe and support. It is your general idea about the topic.

To support your claim, you must provide reasons and evidence. Reasons tell readers why they should agree with your claim. Evidence gives facts or data to support your claim.

Read the paragraph on page 13W. It is an example of a persuasive paragraph.

PERSUASIVE PARAGRAPH

A good persuasive paragraph

- ☒ clearly introduces a claim
- ☒ presents clear reasons and relevant evidence to support the claim

Feature Checklist

Start a persuasive paragraph by introducing your claim. In the rest of the paragraph, include information to support the claim. Give your readers reasons why they should agree with you. To prove your points, add evidence that supports your claim.

Read the paragraph below. Notice the claim, reasons, and evidence.

Persuasive Paragraph

The first sentence in the paragraph introduces the **claim**, or what the writer wants others to believe.

Reasons tell readers why they should agree with the claim.

Why You Should Grow Your Own Vegetables

by Joe Harper

Growing your own vegetables at home is a great idea. You and your family will have fun planting a garden together. Later you can enjoy your own tasty vegetables. Buying vegetables at the store is quicker and easier, but when you grow your own, you can save money on groceries. And both experts and home gardeners say that home-grown vegetables taste better than ones from the store. With some planning and a little hard work, you can find out for yourself why growing your own vegetables is worth it.

Evidence provides relevant facts to support the claim.



Support Your Claims

What's It Like ?

To persuade a friend to ride your favorite roller coaster, you would tell why you like the ride and how it is better than other rides. That is what you do when you support a claim. You give reasons and evidence to show others why they should believe your view.

Clear Reasons and Relevant Evidence

To support your claim, use clear, specific reasons and relevant evidence. Clear, specific reasons give more information than vague ones. Instead of saying, "It is good for you to speak two languages," give more detailed information such as, "Being able to speak two languages lets you communicate with more people."

Relevant evidence is facts and data that directly relate to your claim. Giving relevant evidence shows readers that you know your topic and helps readers understand your claim. In addition to being relevant, your evidence should come from credible sources, such as government Web sites, research papers, and reference sources like encyclopedias, which can be trusted to be accurate. Opinions and statements that can't be proved are weak support for your claim.

Just OK

Being able to speak two languages can help you do better in school. I think it makes people sound smarter.

Better with Details

Being able to speak two languages can help you do better in school. *Researchers say that bilingual children are better at blocking out distractions and can focus more on their work.*

Read the Persuasive Paragraph on page 15W. Look for the claim, clear reasons, and relevant evidence.

The Benefits of Being Bilingual

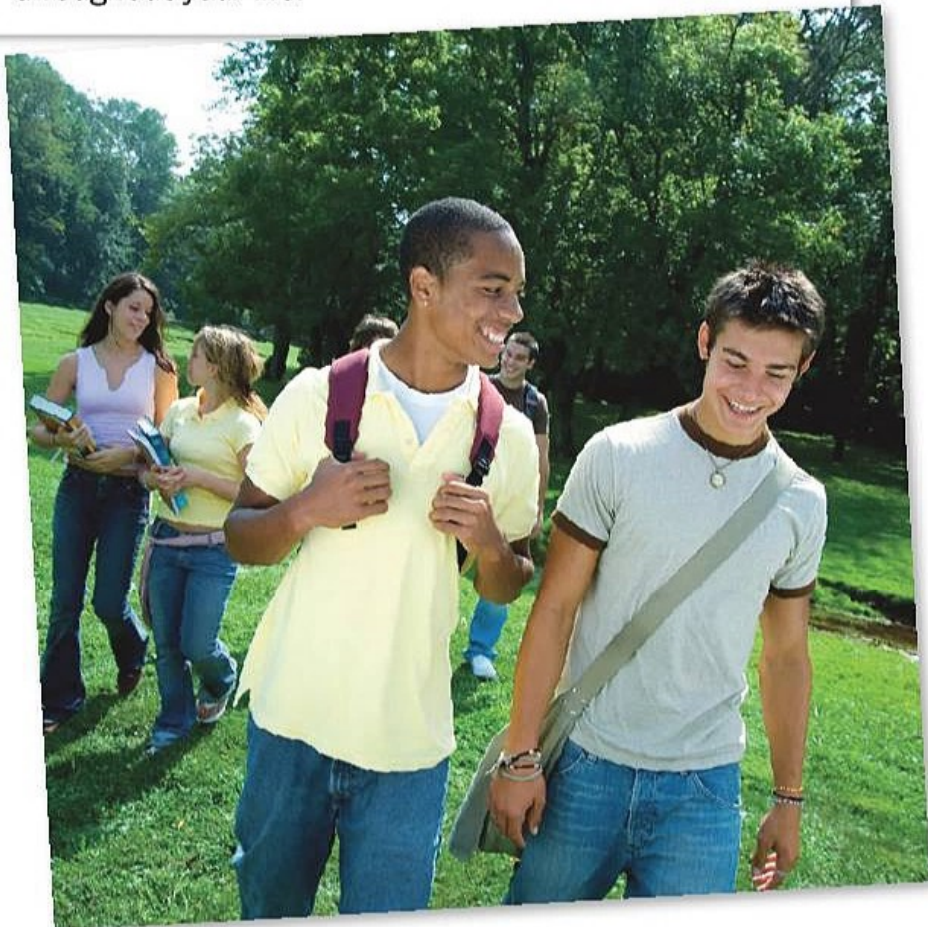
by Carrie Lee

Carrie begins her argument by introducing her **claim**.

She uses **clear reasons** to support her claim.

Growing up in a bilingual home is helpful in many ways. First, being able to speak two languages lets you communicate with more people. You can make more friends and connect with more people where you live. It can also help you do better in school. Researchers say that bilingual children are better at blocking out distractions and can focus more on their work. When you are older, being bilingual can help you when you apply to college and jobs. Many companies want to hire people who are bilingual and may even pay them more because of it. That is why growing up in a two-language home can help you throughout your life.

To further support her claim, Carrie provides **relevant evidence from credible sources**, such as research and government sources. The data she includes can be proven as factual.



Write a Persuasive Paragraph

WRITING PROMPT Think of a town or city that you think is a great place to live. Then think about reasons and evidence you can use to support this claim. Write a paragraph that includes

- a statement to introduce your claim
- reasons and evidence to support your claim

Plan and Write

Here are some tips for planning your paragraph.

1 Organize Your Ideas

Use a **diagram** like Enrique's. Choose a place that is a great place to live. Provide reasons and evidence for this claim.

Enrique's Diagram

Claim	
Miami, Florida, is a great place to live.	
Reasons	Evidence
can go to the beach all year round many things to see and do has both outdoor or indoor activities	on the Atlantic Ocean average temperature of 76° year round Biscayne National Park, Everglades National Park has museums, shopping centers, restaurants, places to hear concerts

Write your claim at the top of the diagram.

List your reasons and evidence in the two columns.

2 Introduce Your Claim

Write a topic sentence to introduce your claim. Name the place you will be talking about. State your idea about the place.

Miami, Florida, is a great place to live.

3 Include Clear Reasons

Provide reasons from your diagram. Show your readers why they should believe your claim.

Miami, Florida, is a great place to live. Even though it is a busy city, you can go to the beach there all year round.

4 Add Relevant Evidence

Include the evidence from your diagram to further support your claim. Make sure your evidence comes from credible sources.

Miami, Florida, is a great place to live. Even though it is a busy city, you can go to the beach there all year round. It is on the Atlantic Ocean and has an average year-round temperature of 76°.



Reflect

- How well does your topic sentence introduce your claim?
- Are your reasons clear and specific?
- Is your evidence relevant and from credible sources?

Revise

Does your writing show what you want it to show? Will it connect with your audience?

1 Evaluate Your Work

Read your draft aloud to yourself to see what can be improved. As you read, ask yourself questions:

- **About the Form** Have I included enough reasons and evidence so that readers can see why they should believe my claim?
- **About the Organization** Did I start by introducing my claim? Did I follow it with reasons and evidence?

Revision in Action

Enrique's Draft

Miami, Florida, is a great place to live. Even though it is a busy city, you can go to the beach there all year round. It is on the Atlantic Ocean and has an average year-round temperature of 76°. One of the best things about Miami is that there are always plenty of things. For example, you can take a boat to Biscayne National Park and go snorkeling. Or you can take a tour of Everglades National Park. Living in Miami is a lot of fun.

Enrique thinks:

“Are my reasons clear and specific?”

“Did I include enough relevant evidence? I need to add more facts to support my claim.”



2 Mark Your Changes

Add Text To help your readers understand your reasons, you may need to add more evidence. You may also add words and phrases to make your reasons more clear. Use this mark: ^.

Palm trees are common along the beaches of Miami, Florida. ►



Reflect

- Read your paragraph. Does it include enough specific reasons to help readers understand your claim?
- Where did you use evidence? How does it help support your claim?

Revising Marks

MARK	^
WHAT IT MEANS	Insert something.

Revised Draft

Miami, Florida, is a great place to live. Even though it is a busy city, you can go to the beach there all year round. It is on the Atlantic Ocean and has an average year-round temperature of 76°. One of the best things about Miami is that there are always plenty of things. ^{to see and do} For example, you can take a boat to Biscayne National Park and go snorkeling. Or you can take a tour of Everglades National Park. Living in Miami is a lot of fun. [^] *If you get tired of being outside, you can visit one of Miami's many museums or see your favorite performer in concert. Miami also has a lot of different shops and great restaurants.*

Enrique added information to make a reason clearer.

Enrique added more facts about things to do in Miami.

















Edit and Proofread

Now that you're satisfied with your persuasive paragraph, read your paper again to fix any language errors. This is what you do when you edit and proofread your work:

- **Check the Grammar** Make sure that your sentences are correct. Check your grammar.
- **Check the Spelling** Read your work carefully. If you need to check the spelling of a word, use a dictionary.
- **Check the Mechanics** Errors in punctuation and capitalization can make your work hard to understand. Check that your sentences begin with a capital letter. Check that all questions end with a question mark and that all statements end with a period. (See page 21W.)

Use these marks as you edit and proofread your paragraph.

Editing and Proofreading Marks

MARK	WHAT IT MEANS	MARK	WHAT IT MEANS
	Insert something.		Make lowercase.
	Add a comma.		Delete, take something out.
	Add a semicolon.		Make new paragraph.
	Add a period.		Spell out.
	Add a colon.		Replace with this.
	Add quotation marks.		Change order of letters or words.
	Add an apostrophe.		Insert space.
	Capitalize.		Close up, no space here.

Reflect

- What kinds of errors did you find? What can you do to keep from making them?

Mechanics Workout

Check for Correct Sentences

- Use a capital letter at the beginning of each sentence.

EXAMPLE My parents speak Polish.

- Use a period at the end of a statement.

EXAMPLE Carmen is from Mexico.

- Use a question mark at the end of a question.

EXAMPLE When did you come to the United States?

Find the Trouble Spots

How are Thai food and American food different? Many Thai dishes are hot and spicy and served over bland white rice. on the other hand, American food is not as spicy. Thai food uses a lot of herbs like basil and mint. American food does not use as many herbs. the cultures of China and India influenced what Thai food is like Americans eat foods from many cultures, like pizza, sushi, and tacos. What exactly is "American" food It is hard to say.

Find and fix three more errors in punctuation or capitalization.

Paragraph Structure

Main Idea and Details



"The main idea is not enough—I want to give all the details about soccer."
—Yusraf

Model Study

A Well-Organized Paragraph

A well-organized paragraph presents ideas in a clear, logical order. It includes a topic sentence that states the main idea. The other sentences give details or examples that relate to the main idea.

Often the topic sentence of a paragraph is a statement. Details support the statement. You can also write your topic sentence as a question. The details in your paragraph should answer the question.

Read the student models on page 23W. They show two examples of a well-organized paragraph.

A WELL-ORGANIZED PARAGRAPH

A well-organized paragraph

- ☒ has a topic sentence that states the main idea
- ☒ contains details or examples that tell more about the main idea
- ☒ presents all the ideas in the best order.

Feature Checklist

Paragraph

Buying Pupusas

by Ana Perón

I like to go downtown to get pupusas. They are a little bit like Mexican tamales. A man named Alejandro owns a pupusa shop in town. He knows my family and me from El Salvador. He gives us a discount whenever we buy his pupusas. I go to his shop often because his pupusas are so good! Sometimes I go three times a week!

The **topic sentence** gives the main idea.

This **detail** tells more about the main idea.



Paragraph

Making Pupusas

by Steve Sutton

How do you make pupusas? You start by mixing corn meal with water to make the dough. Then, you roll the dough into balls. To make the filling, mix a can of beans, some cheese, and spices together. Flatten the balls into discs. Put a spoonful of the bean mixture onto each disc. Wrap the dough around the mixture. Then put them in the oven and bake. Soon, you will have tasty pupusas!

This **topic sentence** presents the main idea as a question.

Each **detail** helps answer the question.



Connect Main Idea and Details

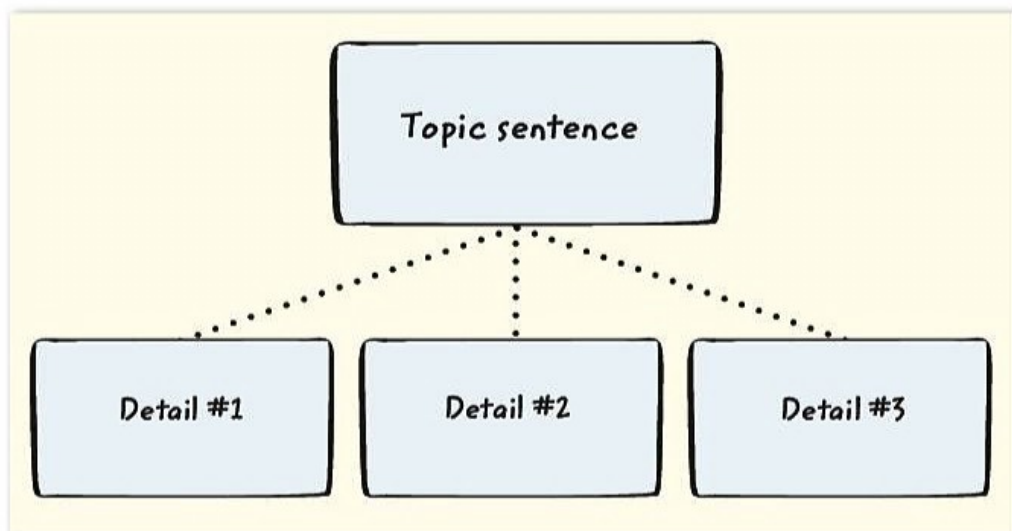
What's It Like?

Would you want to eat spaghetti topped with tomatoes, meatballs, Parmesan cheese—and peanut butter? Of course not! That last ingredient just doesn't belong on spaghetti. Choosing details for your paragraph is like that. All of your details need to go with the main idea. Leave out details that don't belong.



What Makes a Good Paragraph?

In a good paragraph, the writer states the main idea in the topic sentence. The details tell more about the main idea.



When you think of details to add, ask yourself:

- Does this detail go with the main idea?
- Where should I add this detail?

Look at the paragraph on page 25W to see how John decided which details to add and where to add them.

Well-Organized Paragraph

Where I Feel at Home

by John Nguyen

I feel at home in San Jose's Saigon Business District. I can understand people speaking Vietnamese on the street. Sometimes I stop at a street stall to get a bowl of pho, a soup that my mother also makes. I also can read the Vietnamese writing in the windows of stores.

The **topic sentence** states a strong main idea.

Hearing the language reminds me of my Aunt Linh and Uncle Tuan.

John thinks:

“I can add this detail after I talk about understanding people who speak Vietnamese.”

None of my friends at school speak Vietnamese.

“I will leave out this detail. It doesn't go with my main idea.”

I can find things in the shops that cannot be found anywhere else.

“I can add this detail at the end, after I talk about the shop windows.”

Write a Paragraph



WRITING PROMPT What does the word *home* mean to you? For some people, home is anywhere their family and friends are.

Think about what *home* means. Then write a paragraph that tells

- what *home* means to you
- what things make home special
- what you like to do in the place you call home.

Plan and Write

Here are some ways to plan and write your paragraph.

1 Think about the Question

Take some time to think about what *home* means to you. Don't worry about finding the perfect idea right away. Just get your thoughts down on paper.

What does home mean to me?
—where everyone can belong
—the place I know best
—People there are friendly.

2 Decide on Your Main Idea

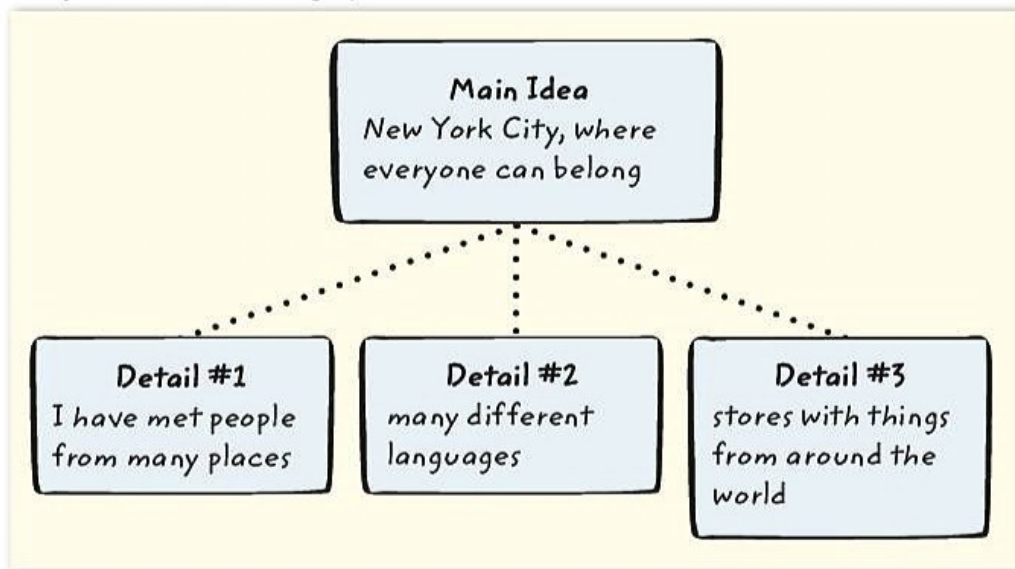
Your main idea sums up what home means to you.

home = a place where everyone can belong = New York City

3 Organize Your Main Idea and Details

Once you form a main idea, write down details that support it.

Stacy's Plan for Her Paragraph



4 Write Your Paragraph

Begin by turning your main idea into a topic sentence. You can write it as a statement or as a question.

New York City is like a home to the entire world.

Next, add your details in an order that makes sense. You might start with the most important detail and then add less important details.

Stacy's Draft

New York City is like a home to the entire world. I live in New York and so do people from many other countries. I have met people from China, Italy, Puerto Rico, and Ethiopia.

The **topic sentence** states Stacy's main idea.

Details support the main idea.

Reflect

- Does your topic sentence clearly state what *home* means to you?
- Did you organize details in a way that makes sense?

Revise

As you revise your work, keep in mind your audience and your purpose for writing. Does your writing do what you want it to do? What effect will it have on your audience?

1 Evaluate Your Work

Read your draft to a partner to see what can be improved. Ask your partner what he or she imagined when listening. Then, ask yourself and your partner questions:

- **About the Form** Do the details show what the word *home* means to me?
- **About the Organization** Are the details in an order that makes sense?

Revision in Action

Stacy's Draft

New York City is like a home to the entire world. I live in New York and so do people from many other countries. I have met people from Italy, Puerto Rico, China, and Ethiopia. You can find things from all over the world in the different shops in New York City. Sometimes I don't even recognize the vegetables at the corner store! You can take the subway to lots of different neighborhoods. I hear many different languages in New York. My friend taught me how to say "hello" in Chinese. No matter where you are from, you can make a home in New York. I feel at home there, and so do many other people.


Stacy's partner says:

"What does the subway have to do with your topic sentence?"

"You don't need to include the detail about your friend teaching you Chinese words."



2 Mark Your Changes

Delete Text To show where you will delete, or take out, words or sentences, you use a delete mark. A delete mark is just a line through the words, with a curlicue at the end: . You can use this mark to take out details that don't relate to your main idea.



Many different people feel at home in New York City's markets.

Reflect

- Does your topic sentence state your main idea about what *home* means to you?
- Do you need to take out any details that don't belong?

Revising Marks

MARK		
WHAT IT MEANS	Insert something.	Take out.

Stacy's Revised Draft

New York City is like a home to the entire world. I live in New York and so do people from many other countries. I have met people from Italy, Puerto Rico, China, and Ethiopia. You can find things from all over the world in the different shops in New York City. Sometimes I don't even recognize the vegetables at the corner store! ~~You can take the subway to lots of different neighborhoods.~~ I hear many different languages in New York. ~~My friend taught me how to say "hello" in Chinese.~~ No matter where you are from, you can make a home in New York. I feel at home there, and so do many other people.

Stacy took out the details about the subway and her friend.

















Edit and Proofread

Once you're satisfied with how you present your main idea and details, read your paragraph again with an eye for errors. This type of focused reading is what you do when you edit and proofread your work.

- **Check the Grammar** Read every sentence and make sure that your grammar is correct. Then read the sentences together and make sure that your grammar is consistent.
- **Check the Spelling** Read your work carefully. If you need to check the spelling of a word, use a dictionary.
- **Check the Mechanics** Errors in punctuation and capitalization can make your work hard to understand. Check that your sentences begin with a capital letter and end with the right punctuation mark. (See page 31W.)

Use these marks as you edit and proofread your paragraph.

Editing and Proofreading Marks

MARK	WHAT IT MEANS	MARK	WHAT IT MEANS
	Insert something.		Make lowercase.
	Add a comma.		Delete, take something out.
	Add a semicolon.		Make new paragraph.
	Add a period.		Spell out.
	Add a colon.		Replace with this.
	Add quotation marks.		Change order of letters or words.
	Add an apostrophe.		Insert space.
	Capitalize.		Close up, no space here.

Reflect

- What kinds of errors did you find? What can you do to keep from making them?

Mechanics Workout

Check Sentences and Paragraphs

Use a capital letter at the beginning of each sentence.

EXAMPLE Do you speak French?

Use a punctuation mark at the end of each sentence.

- Use a period at the end of a statement or a polite command.

EXAMPLES Yael is from Israel.
Tell me about life in Israel.

- Use a question mark at the end of a question.

EXAMPLE Where are you from?

- Use an exclamation mark at the end of a sentence that expresses a strong feeling. The sentence could be a command.

EXAMPLES I miss my friends back home!
Send an e-mail right now!

Indent the beginning of each paragraph.

EXAMPLE We are learning about India in class. More than one-sixth of the world's population lives in India.

Find the Trouble Spots

I love playing soccer! My buddies and I always played when I lived in Ghana. sometimes it got too hot to play, though. I moved to the United States last year. I didn't think anything would be the same But the kids in my neighborhood play soccer. they let me play with them.

Find and fix two more errors in capitalization or punctuation.

Paragraph Structure: Order of Events



"My friends and I tell each other everything—what we did first, next, and so on."
—Carmen

Model Study

Sequence Paragraph

A good paragraph includes a main idea and related details. Sometimes the detail sentences tell about events in the order in which they happened. This kind of paragraph is called a sequence paragraph. The details flow in sequence, or **time order**.

Sequence paragraphs appear frequently in stories since writers often tell the story events in the order in which they happened.

Read the model on page 33W. It shows the features of a good sequence paragraph.

SEQUENCE PARAGRAPH

A good sequence paragraph

- ☒ has a topic sentence that states the main idea
- ☒ includes details that tell more about the main idea
- ☒ presents events in time order.

Feature Checklist

SEQUENCE PARAGRAPH

Riding the Waves

by Terrell Jones

Terrell tells the **main idea** in the first sentence of the paragraph.

Terrell gives **specific details** about what happened.

Chang and Kristen were on a boat crossing Lake Superior when the storm hit. The lake seemed as big as an ocean, and the kids couldn't see the other side. But they did see dark clouds coming their way. Soon there was a pounding rain, and they scrambled below deck. The winds tossed the boat on the waves, lifting it up and slamming it down. When it was over, Kristen said it was the worst twenty minutes she had ever experienced.

The events flow in **time order**, or the order in which they happened.

Student Model



Show the Sequence of Events

What's It Like ?

Waterfalls flow in one direction—down. Some paragraphs are like that, too. They have a clear direction and often present events in time order, starting with the first event and moving down to the last event.



How Can You Signal the Sequence?

“Sequence of events” means “the order in which things happened.” Good writing makes it easy to follow what happened first, next, and last. You can tell what day or time of day something happened. You can also use special signal words called **time-order words** like the ones below to make your paragraph flow logically.

Time-Order Words

after	during	next	as soon as
afterward	meanwhile	later	at last
before	finally	soon	eventually
while	immediately		

Look at the models on page 35W to see how well writers show sequence.

The story is hard to follow without time-order words.

Without Time-Order Words

Teri and Rob had a surprise at the beach. They were in the water playing Marco Polo when they heard the first rumble of thunder. "Was that thunder?" Rob asked. Teri stopped and listened. Everyone else continued swimming and playing. It seemed that they hadn't heard anything. Teri thought it must have been her imagination. There was a loud crash of thunder, followed by a bolt of lightning. The lifeguard blew her whistle, and everyone got out of the water.

Time-order words make it easier to follow the sequence of events.

With Time-Order Words

Teri and Rob had a surprise **that afternoon** at the beach. They were in the water playing Marco Polo when they heard the first rumble of thunder. "Was that thunder?" Rob asked. Teri stopped and listened. **Meanwhile**, everyone else continued swimming and playing. It seemed that they hadn't heard anything. Teri thought it must have been her imagination. **Then** there was a loud crash of thunder, followed **immediately** by a bolt of lightning. The lifeguard blew her whistle, and everyone got out of the water **right away**.

Where should the writer add more time-order words?

More thunder rumbled in the sky. Teri and Rob ran to their beach towels. Drying off, they put on their shoes. They collected their things and shoved their towels into their backpacks.



Write a Sequence Paragraph



WRITING PROMPT What kinds of stories do you like to tell your friends? Think about something that happened to you. Then write a sequence paragraph to tell what happened. Include

- a main idea about what happened
- details that tell more about the event
- time-order words that show the order of events.

Plan and Write

Here are some tips for planning and writing your sequence paragraph.

1 Decide on the Main Event

At the heart of every good story is an interesting event. What's the main event you want to write about? Sum it up in one sentence before you start writing.

A kid almost drowns at the beach but gets rescued.

2 Brainstorm and Organize Details

You've got the idea for your paragraph. Now, list the events in order using a web like the one below.

Rafey's Web



3 Begin with the Main Idea

State the main idea of your paragraph in a topic sentence. Don't give the ending away! Tell just enough about the event to make people want to keep reading.

Mandy and her brother Sam had an exciting day at the beach.

Rafey's topic sentence sums up the event and hooks the reader.

4 Add a Few Details

Tell your reader where and when the event takes place.

From Rafey's Draft

Mandy and her brother Sam had an exciting day at Big Rock Beach. It was really hot that day. The cool blue water was a relief.

5 Tell the Events in the Order They Happened

Use your web to tell about the event from beginning to end. Use time-order words to help readers follow the story.

Rafey's Draft

Mandy and her brother Sam had an exciting day at Big Rock Beach. It was really hot that day. The cool blue water was a welcome relief. Last year it had been cold when they went to the beach. Then Mandy noticed that Sam was out too far in the ocean. The waves were too big out there. He was starting to panic. Immediately Mandy waved her arms and called out to Uncle Ted to go get help. A woman swam out to Sam right away and soon brought him safely back to shore. Before long, Mandy and Sam were enjoying snacks from Mel's Surfside Diner and telling friends about the exciting rescue. They had two boxes of raisins and two sandwiches.

Rafey used time order words to make his paragraph flow smoothly.

Revise

As you consider how to revise your work, keep in mind your intended audience and your purpose for writing. Does your writing do what you want it to do? Will it connect with your audience?

1 Evaluate Your Work

Read your draft aloud to yourself to see what could be improved. As you read, ask yourself questions:

- **About the Form** Does my paragraph have a topic sentence?
- **About the Details** Do all of my details go with the main idea?

Revision in Action

From Rafey's Draft

Mandy and her brother Sam had an exciting day at Big Rock Beach. It was really hot that day. As they swam in the ocean, the cool blue water was a welcome relief. Last year it had been cold when they went to the beach. Then Mandy noticed that Sam was too far out in the ocean. The waves were too big out there. He was starting to panic. Immediately Mandy waved her arms and called out to Uncle Ted to go get help. A woman swam out to Sam right away and soon brought him safely back to shore. Before long, Mandy and Sam were enjoying snacks from Mel's Surfside Diner and telling friends about the exciting rescue. They had two boxes of raisins and two sandwiches.

Rafey thinks:

“The detail about last year doesn't go with my main idea. It just slows my paragraph down. I'll take it out.”

“What they ate at Mel's doesn't relate to the topic. Readers don't need to know that detail. My ending will be better without that sentence.”