

COMMON CORE FOCUS

W 1a–e Write arguments to support claims with clear reasons and relevant evidence. **W 2a–f** Write informative/explanatory texts to examine a topic and convey ideas. **W 3a–e** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W 4** Produce clear and coherent writing appropriate to task, purpose, and audience. **W 5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W 6** Use technology to produce and publish writing.

Through writing, you can explore and record your thoughts, feelings, and ideas for yourself alone or you can communicate them to an audience.



Included in this handbook:
W 1a–e, W 2a–f, W 3a–e, W 4,
W 5, W 6

1 The Writing Process

The writing process consists of the following stages: prewriting, drafting, revising and editing, proofreading, and publishing. These are not stages that you must complete in a set order. Rather, you may return to an earlier stage at any time to improve your writing.

1.1 PREWRITING

In the prewriting stage, you explore what you want to write about, what your purpose for writing is, whom you are writing for, and what form you will use to express your ideas. Ask yourself the following questions to get started.

Topic	<ul style="list-style-type: none"> • Is my topic assigned, or can I choose it? • What would I be interested in writing about?
Purpose	<ul style="list-style-type: none"> • Am I writing to entertain, to inform, to persuade, or for some combination of these purposes? • What effect do I want to have on my readers?
Audience	<ul style="list-style-type: none"> • Who is the audience? • What might the audience members already know about my topic? • What about the topic might interest them?
Format	<ul style="list-style-type: none"> • Which format will work best? Essay? Poem? Speech? Short story? Article? Research report?

Find Ideas for Writing

- Browse through magazines, newspapers, and Web sites.
- Start a file of articles you want to save for future reference.
- With a group, brainstorm as many ideas as you can. Compile your ideas into a list.
- Write down anything that comes into your head.

- Interview someone who is an expert on a particular topic.
- Use a cluster map to explore subordinate ideas that relate to a general topic.

Organize Ideas

Once you’ve chosen a topic, you will need to compile and organize your ideas. If you are writing a description, you may need to gather sensory details. For an essay or a research report, you may need to record information from different sources. To record notes from sources you read or view, use any or all of these methods:

- **Summarize:** Briefly retell the main ideas of a piece of writing in your own words.
- **Paraphrase:** Restate all or almost all of the information in your own words.
- **Quote:** Record the author’s exact words.

Depending on what form your writing takes, you may also need to arrange your ideas in a certain pattern.

For more information, see the Writing Handbook, pages R34–R41.

1.2 DRAFTING

In the drafting stage, you put your ideas on paper and allow them to develop and change as you write. You don’t need to worry about correct grammar and spelling at this stage. There are two ways that you can draft:

Discovery drafting is a good approach when you are not quite sure what you think about your subject. You just start writing and let your feelings and ideas lead you in developing the topic.

Planned drafting may work better if you know that your ideas have to be arranged in a certain way, as in a research report. Try making a writing plan or an informal outline before you begin drafting.

1.3 REVISING AND EDITING

The revising and editing stage allows you to polish your draft and make changes in its content, organization, and style. Ask yourself:

- Does my writing have a **main idea** or central focus? Is my controlling idea clear?
- Have I used **precise** nouns, verbs, and modifiers?
- Have I included **adequate detail** and **evidence**? Where might I include a telling detail, revealing statistic, or vivid example?
- Is my writing **unified**? Do all ideas and supporting details help explain my main idea?
- Is my writing **logical** and **coherent**? Do sentences connect to one another smoothly?
- Is my writing **balanced**, or do I include too many or not enough details in one part?
- Have I used a consistent **point of view**?
- Do I need to add **transitional words, phrases**, or sentences to explain relationships among ideas?
- Have I used a **variety of sentence types**? Are they well constructed? What sentences might I combine to improve the rhythm of my writing?
- Have I used a **tone** appropriate for my audience and purpose?

1.4 PROOFREADING

Check your paper for mistakes in grammar, usage, and mechanics. You may want to do this several times, looking for a different type of mistake each time. Use the following questions to help you correct errors:

- Have I corrected any errors in **subject-verb agreement** and **pronoun-antecedent agreement**?
- Have I double-checked for errors in **confusing word pairs**, such as *it's/its*, *than/then*, and *too/to*?
- Have I corrected any **run-on sentences** and **sentence fragments**?
- Have I followed rules for **correct capitalization**?
- Have I used **punctuation marks** correctly?
- Have I checked the **spellings of all unfamiliar words** in the dictionary?

TIP If possible, put your work away for at least a few hours before proofreading. This will make it easier to identify mistakes.

For more information, see the *Grammar Handbook* and the *Vocabulary and Spelling Handbook*, pages R46–R75.

Use the proofreading symbols in the chart to mark changes on your draft.

Proofreading Symbols	
^ Add letters or words.	/ Make a capital letter lowercase.
o Add a period.	¶ Begin a new paragraph.
= Capitalize a letter.	↵ Delete letters or words.
⌋ Close up space.	↔ Switch the positions of letters or words.
^ Add a comma.	

1.5 PUBLISHING AND REFLECTING

Always consider sharing your finished writing with a wider audience.

Publishing Ideas

- Post your writing on a blog.
- Create a multimedia presentation and share it with classmates.
- Publish your writing in a school newspaper, local newspaper, or literary magazine.
- Present your work orally in a report, speech, reading, or dramatic performance.

Reflecting on Your Writing

Think about your writing process and whether you would like to add what you have written to your writing portfolio. Ask yourself:

- Which parts of the process did I find easiest? Which parts were more difficult?
- What was the biggest problem I faced during the writing process? How did I solve the problem?
- What changes have occurred in my writing style?
- Have I noticed any features in the writing of published authors or my peers that I can apply to my own work?

1.6 PEER RESPONSE

Peer response consists of the suggestions and comments you make about the writing of your peers and also the comments and suggestions they make about your writing. You can ask a peer reader for help at any time in the writing process.

Using Peer Response as a Writer

- Indicate whether you are more interested in feedback about your ideas or about your presentation of them.
- Ask questions that will help you get specific information about your writing. Open-ended questions that require more than yes-or-no answers are more likely to give you information you can use as you revise.
- Give your readers plenty of time to respond thoughtfully to your writing.
- Encourage your readers to be honest.

Being a Peer Reader

- Respect the writer's feelings.
- Offer positive reactions first.
- Make sure you understand what kind of feedback the writer is looking for, and then respond accordingly.

For more information on the writing process, see the Introductory Unit, pages 20–23.

2 Building Blocks of Good Writing

Whatever your purpose in writing, you need to capture your reader's interest and organize your thoughts clearly.

2.1 INTRODUCTIONS

An introduction should present a controlling idea and capture your reader's attention.

Kinds of Introductions

There are a number of ways to write an introduction. The one you choose depends on who the audience is and on your purpose for writing.

Make a Surprising Statement Beginning with a startling statement or an interesting fact can arouse your reader's curiosity about a subject, as in the following model.

MODEL

Bats may seem like a nuisance, but not as much as the many pounds of insects a colony of bats can eat in one night. Despite their ugly faces and all the scary stories about them, bats are very important and useful animals.

Provide a Description A vivid description sets a mood and brings a scene to life for your reader.

Here, details about wild geese swimming in an unfrozen river during the winter set the tone for an essay about water pollution.

MODEL

The temperature is 15 degrees. Drifts of snow hide picnic tables and swings. In the middle of the park, however, steam rises from a lake where Canada geese swim. It sounds beautiful, but the water is warm because it has been heated by a chemical plant upriver. In fact, the geese should have migrated south by now.

Ask a Question Beginning with a question can make your reader want to read on to find out the answer. The following introduction asks what two seemingly different things have in common.

MODEL

What do billiard balls and movie film have in common? It was in an effort to find a substitute for ivory billiard balls that John Hyatt created celluloid. This plastic substance was also used to make the first movies.

Relate an Anecdote Beginning with an anecdote, or brief story, can hook your reader and help you make a point in a dramatic way. The following anecdote introduces a humorous story about a childhood experience.

MODEL

When I was younger, my friends and I would rub balloons in our hair and make them stick to our clothes. Someone once said, “I get a charge out of this,” not knowing that we were really generating static electricity.

Address the Reader Speaking directly to your reader establishes a friendly, informal tone and involves the reader in your topic.

MODEL

Learn the latest dances from a famous video choreographer. Come to the community center for a free dance lesson on Saturday night at 6 P.M.

Begin with a Controlling Idea A controlling idea expressing a main idea may be woven into both the beginning and the end of a piece of nonfiction writing.

MODEL

Unlike the strategically planned warfare in today’s world, warfare in medieval times was unsophisticated and included many primitive weapons.

TIP To write the best introduction for your paper, you may want to try more than one of the methods and then decide which is the most effective for your purpose and audience.

2.2 PARAGRAPHS

A paragraph is made up of sentences that work together to develop an idea or accomplish a purpose. Whether or not it contains a topic sentence stating the main idea, a good paragraph must have unity and coherence.

Unity

A paragraph has unity when all the sentences support and develop one stated or implied idea. Use the following technique to create unity in your paragraphs:

Write a Topic Sentence A topic sentence states the main idea of the paragraph; all other sentences in the paragraph provide supporting details. A topic sentence is often the first sentence in a paragraph, as shown in the model that follows. However, it may also appear later in a paragraph or at the end, to summarize or reinforce the main idea.

MODEL

Flying a hot-air balloon looks fun, but it requires a good mathematician to fly one safely. Since a balloon is controlled by heating and cooling the air inside the balloon, the pilot must know the temperature of the air outside it and how high he or she plans to fly in order to calculate the maximum weight the balloon can carry. If the pilot doesn’t do the math correctly, the balloon could crash.

TIP Paying attention to topic sentences when you read literature can help you craft your own topic sentences. Notice the use of strong topic sentences in “The Noble Experiment” on pages 834–843. For example, the fourth paragraph on page 836 begins, “Winning his directors’ approval was almost insignificant in contrast to the task which now lay ahead of the Dodger president.” The rest of the paragraph then explains that task in detail.

Coherence

A paragraph is coherent when all its sentences are related to one another and each flows logically to the next. The following techniques will help you achieve coherence in paragraphs:

- Present your ideas in the most logical order.
- Use pronouns, synonyms, and repeated words to connect ideas.
- Use transitional words to show relationships among ideas.

In the model shown here, the writer used several techniques to create a coherent paragraph.

MODEL

Before you buy a backpack, you should make sure it fits you and will last a long time. First, check the seams to be sure they are zigzag stitched and not single-row stitched. Next, check that the zippers are covered by flaps so your homework doesn't get wet when it rains. Finally, make sure that the bottom of the backpack rests comfortably on your hips.

2.3 TRANSITIONS

Transitions are words and phrases that show connections between details. Clear transitions help you to **unify important ideas**. In other words, they show how the different parts of your writing are related.

Kinds of Transitions

The types of transitions you choose depend on the ideas you want to convey.

Time or Sequence Some transitions help to clarify the sequence of events over time. When you are telling a story or describing a process, you can connect ideas with such transitional words as *first, second, always, then, next, later, soon, before, finally, after, earlier, afterward, and tomorrow*.

MODEL

Long **before** mountain bikes were made, bicycles were much less comfortable. The **first** cycle, which actually had four wheels, was made in 1645 and had to be walked. **Later**, two-wheeled cycles with pedals were called boneshakers because of their bumpy ride.

Spatial Order Transitional words and phrases such as *in front, behind, next to, along, nearest, lowest, above, below, underneath, on the left, and in the middle* can help your reader visualize a scene.

MODEL

The audience entered the theater **from the back**. The stage was **in front**, and fire exits were located **to the right and left** of the stage.

Degree of Importance Transitional words such as *mainly, strongest, weakest, first, second, most important, least important, worst, and best* may be used to rank ideas or to show degrees of importance.

MODEL

My **strongest** reason for going on the canoeing trip would be not hearing my little brother and sister squabbling over the TV. My **weakest** reason for going is that there is nothing better to do.

Compare and Contrast Words and phrases such as *similarly, likewise, also, like, as, neither . . . nor, and either . . . or* show similarity between details. *However, by contrast, yet, but, unlike, instead, whereas, and while* show difference. Note the use of transitions showing contrast in the model.

MODEL

While my local public library is a quieter place to study **than** home, I don't always get much done in the library. I'm so used to the cheerful chatter of my baby brother that, **by contrast**, the stillness of the library makes me sleepy.

TIP Both *but* and *however* can be used to join two independent clauses. When *but* is used as a coordinating conjunction, it is preceded by a comma. When *however* is used as a conjunctive adverb, it is preceded by a semicolon and followed by a comma.

EXAMPLE

A greenbottle fly is small, **but** its eyes contain many lenses.

You can try to quietly sneak up on a fly with a swatter; **however**, the fly, with its compound eyes, will still be able to see the motion of the swatter.

Cause-Effect When you are writing about a cause-effect relationship, use transitional words and phrases such as *since, because, thus, therefore, so, due to, for this reason, and as a result* to help explain that relationship and make your writing coherent.

MODEL

Because we missed seven days of school as a result of snowstorms, the school year will be extended. Therefore, we will be in school until June 17.

2.4 CONCLUSIONS

A conclusion should leave readers with a strong final impression.

Kinds of Conclusions

Good conclusions sum up ideas in a variety of ways. Here are some techniques you might try.

Restate Your Controlling Idea A good way to conclude an essay is by restating your controlling idea, or thesis, in different words. The following conclusion restates the controlling idea introduced on page R31.

MODEL

It may be hard to imagine that ladders, bows, and catapults were once used in battle; yet these primitive weapons accomplished the attackers' main goal—to get a castle's inhabitants to surrender.

Ask a Question Try asking a question that sums up what you have said and gives your reader something new to think about. This question concludes a piece of persuasive writing and suggests a course of action.

MODEL

If tutoring a student in writing, reading, or math can help you do better in these subjects yourself, shouldn't you take advantage of the opportunities to tutor at Western Elementary School?

Make a Recommendation When you are persuading your audience to take a position on an issue, you can conclude by recommending a specific course of action.

MODEL

Since learning a foreign language gives you a chance to expand your world view and make new friends, register for one of the introductory courses that start next fall.

Offer an Opinion Leave your reader with something to think about by offering your personal opinion on the topic. The following model offers an opinion about medieval warfare.

MODEL

Even though the tools used in medieval times seem primitive today, warfare is serious and deadly business, no matter what century you're in.

End with the Last Event If you're telling a story, you may end with the last thing that happens. Here, the ending includes an important moment for the narrator.

MODEL

As I raced down the basketball court in the final seconds of the game, I felt as alone as I did on all those nights practicing by myself in the driveway. My perfect lay-up drew yells from the crowd, but I was cheering for myself on the inside.

2.5 ELABORATION

Elaboration is the process of developing an idea by providing specific supporting details that are relevant and appropriate to the purpose and form of your writing.

Facts and Statistics A fact is a statement that can be verified, and a statistic is a fact expressed as a number. Make sure the facts and statistics you supply are from reliable, up-to-date sources.

MODEL

Rhode Island is the smallest state in area; however, it is not the smallest in population. According to the U.S. Census Bureau, its population was estimated to be 1,080,632 in 2004. There are fewer people living in Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming.

Descriptions Describe how something looks, sounds, tastes, smells, or feels to make readers feel they are actually experiencing what you are describing. Which senses does the writer appeal to in the following model?

MODEL

I was nervous during my math test last week. Chewing on my pencil left my mouth feeling dry and flaky. My palms were sweating so much, they left stains on the pages. The ticking of the clock seemed like the beating of a drum inside my head.

Anecdotes From our earliest years, we are interested in hearing “stories.” One way to illustrate a point powerfully is to relate an incident or tell a brief anecdote, as shown in the example.

MODEL

People who are afraid of heights tend to panic even in perfectly safe situations. When my friend Jill and I rode to the top floor of a shopping mall, I enjoyed the view from the glass-enclosed elevator, but Jill’s face was pale and her hands trembled.

Examples An example can help make an abstract idea concrete or can serve to clarify a complex point for your reader.

MODEL

The origins of today’s professional sporting events in the United States can be traced to countries all over the world. For example, hockey is believed to have been influenced by the Irish game of hurling, which included a stick and a square wooden block.

Quotations Choose quotations that clearly support your points, and be sure that you copy each quotation word for word. Remember always to credit the source.

MODEL

After the tragic events that come to pass in Rod Serling’s teleplay *The Monsters Are Due on Maple Street*, the narrator says to the audience, “The tools of conquest do not necessarily come with bombs and explosions and fallout. There are weapons that are simply thoughts, attitudes, prejudices—to be found only in the minds of men. For the record, prejudices can kill and suspicion can destroy.”

3 Writing Description

Descriptive writing allows you to paint word pictures about anything, from events of global importance to the most personal feelings. It is an essential part of almost every piece of writing.

RUBRIC: Standards for Writing**Successful descriptive writing should**

- have a clear focus and sense of purpose
- use sensory details and precise words to create a vivid image, establish a mood, or express emotion
- present details in a logical order

3.1 KEY TECHNIQUES

Consider Your Goals What do you want to accomplish with your description? Do you want to show why something is important to you? Do you want to make a person or scene more memorable? Do you want to explain an event?

Identify Your Audience Who will read your description? How familiar are they with your subject? What background information will they need? Which details will they find most interesting?

Think Figuratively What figures of speech might help make your description vivid and interesting? What simile or metaphor comes to mind? What imaginative comparisons can you make? What living thing does an inanimate object remind you of?

Gather Sensory Details Which sights, smells, tastes, sounds, and textures make your subject come alive? Which details stick in your mind when you observe or recall your subject? Which senses does it most strongly affect?

You might want to use a chart like the one shown here to collect sensory details about your subject.

Sights	Sounds	Textures	Smells	Tastes

Organize Your Details Details that are presented in a logical order help the reader form a mental picture of the subject. Descriptive details may be organized chronologically, spatially, by order of impression, or by order of importance.

3.2 OPTIONS FOR ORGANIZATION

Option 1: Spatial Order Choose one of these options to show the spatial order of elements in a scene you are describing.

For more information, see *Transitions*, page R32.

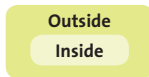
EXAMPLE 1



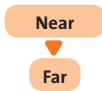
EXAMPLE 2



EXAMPLE 3



EXAMPLE 4



MODEL

The room was quiet—too quiet. To my left loomed the big white refrigerator. To my right squatted the gas stove, blue pilots glowing. Straight ahead sat the huge island. Cutting board, knife, and half-chopped carrot lay abandoned upon it now. Stepping cautiously to the right of the island, I came in view of the oven. That's where I froze. The oven door was open. A faint, white light pulsed and flickered high in one corner.

Option 2: Order of Impression Order of impression is the order in which you notice details.

What first catches your attention



What you notice next



What you see after that



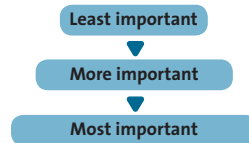
What you focus on last

MODEL

As she lost her balance on the slippery pebbles, her first thought was that she was going to sprain her ankle and be swept away by the surf. Her heart beat rapidly, but before she knew it, she was sitting in the sand while the warm surf rolled in, almost covering her. She realized that the water was not going to reach beyond her shoulders and that she was safe. Then, suddenly, she felt the tug of the water in the other direction as the undertow flowed back, sweeping the sand from under her as it went. As soon as the water had receded she scrambled to her feet.

TIP Use transitions that help readers understand the order of the impressions you are describing. Some useful transitions are *after*, *next*, *during*, *first*, *before*, *finally*, and *then*.

Option 3: Order of Importance You can use order of importance as the organizing structure for a description.



MODEL

I think our school should offer karate as part of the gym program. There are several reasons this is a good idea. First, karate is fun, and anyone can learn to do it. Many students who want to learn martial arts can't afford to because private lessons are so expensive. Karate is also a great form of exercise. It improves strength, coordination, and grace. The most important reason, though, is that learning karate makes students more confident and gives them skills that can help them throughout life.

For more information, see *Transitions*, page R32.

Option 4: Chronological Order You can use chronological order as the organizing structure for a description. See section 4.2 on page R36 for an example of how this is done.

4 Writing Narratives

Narrative writing tells a story. If you write a story from your imagination, it is a fictional narrative. A true story about actual events is a nonfictional narrative. Narrative writing can be found in short stories, novels, news articles, personal narratives, and biographies.

RUBRIC: Standards for Writing

A successful narrative should

- develop a standard plot line, with a beginning, conflict, rising action, climax, and denouement
- include complex major and minor characters and a definite setting
- maintain a consistent point of view
- capture reader attention with dialogue and suspense
- include descriptions of movement, gestures, and expressions
- have a logical organization and clear transitions

For more information, see *Writing Workshop: Short Story*, pages 432–441.

4.1 KEY TECHNIQUES

Identify the Main Events What are the most important events in your narrative? Is each event needed to tell the story?

Describe the Setting When do the events occur? Where do they take place? How can you use setting to create mood and to set the stage for the characters and their actions?

Depict Characters Vividly What do your characters look like? What do they think and say? How do they act? What details can show what they are like?

TIP Dialogue is an effective means of developing characters in a narrative. As you write dialogue, choose words that express your characters' personalities and that show how the characters feel about one another and about the events in the plot.

4.2 OPTIONS FOR ORGANIZATION

Option 1: Chronological Order One way to organize a piece of narrative writing is to arrange the events in chronological order, as shown.

EXAMPLE

Roger walked into the store where he had seen the fancy new bikes.

“Can I help you?” the salesperson asked. Roger pointed toward the bikes against a wall.

As his hand glided over the handlebars on the bike, he barely heard the salesperson ask if he had money.

Roger ran for the door, knowing he had to find the old woman who had given him the money.

Introduction
Characters and setting

Event 1

Event 2

End
Perhaps showing the significance of the events

Option 2: Flashback In narrative writing, it is also possible to introduce events that happened before the beginning of the story. You may want to hook your reader's interest by opening a story with an exciting event. After your introduction, you can use a flashback to show how past events led up to the present situation or to provide background about a character or event. Use clue words such as *last summer*, *as a young girl*, *the previous school year*, and *his earliest memories* to let your reader know that you are interrupting the main action to describe earlier events.



Notice how the flashback interrupts the action in the model.

MODEL

At the trials for the first big meet of the school year, Shayna was eager to prove to the coach that she could be a leader on the track team. During warm-ups, her mind drifted back to her disastrous showing in the final meet last year, when she had dropped a baton in a relay race.

Option 3: Focus on Conflict When a fictional narrative focuses on a central conflict, the story's plot may be organized as in the following example.

EXAMPLE

A kind stranger gives Roger money he doesn't really deserve. Roger decides he will buy a bike with the money. In the store the bikes are lined up in a row, beautiful, shiny, and bright.

Roger is struggling with spending the stranger's money on a fancy bike that he really doesn't need.

- A salesperson walks up to Roger.
- Roger explains that he is looking at a 12-speed, super-lightweight bike.
- The salesperson tells Roger that the bike is very expensive and asks if he has enough money.

Roger realizes that he shouldn't spend the money needlessly and runs out of the store in search of the stranger. He plans to return the money.

Describe main characters and setting.

Present conflict.

Relate events that make conflict complex and cause characters to change.

Present resolution or outcome of conflict.

RUBRIC: Standards for Writing

Successful compare-and-contrast writing should

- hook the reader's attention with a strong introduction
- clearly identify the subjects that are being compared and contrasted
- include specific, relevant details
- follow a clear plan of organization
- use language and details appropriate to the audience
- use transitional words and phrases to clarify similarities and differences

For more information, see *Writing Workshop: Comparison-Contrast Essay*, pages 294–303, *Writing Workshop: Literary Analysis*, pages 532–541, *Writing Workshop: Online Feature Article*, pages 620–627, and *Writing Workshop: "How-to" Explanation*, pages 756–765.

Options for Organization

Compare-and-contrast writing can be organized in different ways. The examples that follow demonstrate point-by-point organization and subject-by-subject organization.

Option 1: Point-by-Point Organization**EXAMPLE****I. Similarities in Appearance****Point 1**

Subject A. Domestic honeybees are about five-eighths of an inch long.

Subject B. Africanized bees, contrary to rumor, are about the same size.

II. Differences in Temperament**Point 2**

Subject A. Domestic honeybees are bred to be gentle.

Subject B. The Africanized bee is a "wild" bee that is quick-tempered around animals and people.

5 Writing Informative Texts

Expository writing informs and explains. You can use it to explain how to cook spaghetti, to explore the origins of the universe, or to compare two pieces of literature. There are many types of expository writing. Think about your topic and select the type that presents the information most clearly.

5.1 COMPARISON AND CONTRAST

Compare-and-contrast writing examines the similarities and differences between two or more subjects. You might, for example, compare and contrast two short stories, the main characters in a novel, or two movies.

Option 2: Subject-by-Subject Organization

EXAMPLE

I. Domestic Honeybees

Subject A

Point 1. Domestic honey-bees are about five-eighths of an inch long.

Point 2. Domestic honeybees are bred to be gentle.

II. Africanized Bees

Subject B

Point 1. Africanized bees are about five-eighths of an inch long.

Point 2. The Africanized bee is a “wild” bee that is quick-tempered around animals and people.

For more information, see *Writing Workshop: Comparison-Contrast Essay*, pages 294–303.

5.2 CAUSE AND EFFECT

Cause-effect writing explains why something happened, why certain conditions exist, or what resulted from an action or a condition. You might use cause-effect writing to explain a character’s actions, the progress of a disease, or the outcome of a war.

RUBRIC: Standards for Writing

Successful cause-effect writing should

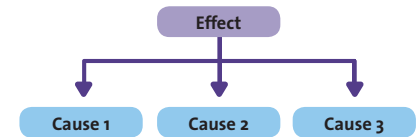
- hook the reader’s attention with a strong introduction
- clearly state the cause-and-effect relationship
- show clear connections between causes and effects
- present causes and effects in a logical order and use transitions effectively
- use facts, examples, and other details to illustrate each cause and effect
- use language and details appropriate to the audience

For more information, see *Writing Workshop: “How-to” Explanation*, pages 756–765.

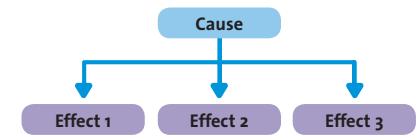
Options for Organization

Your organization will depend on your topic and your purpose for writing.

Option 1: Effect-to-Cause Organization If you want to explain the causes of an event, such as the threat of Africanized bees to commercial beekeeping, you might first state the effect and then examine its causes.

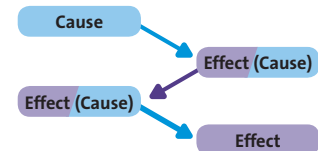


Option 2: Cause-to-Effect Organization If your focus is on explaining the effects of an event, such as the appearance of Africanized bees in the United States, you might first state the cause and then explain the effects.



Option 3: Cause-Effect Chain Organization

Sometimes you’ll want to describe a chain of cause-and-effect relationships to explore a topic such as the myths about the Africanized honeybee.



TIP Don’t assume that a cause-effect relationship exists just because one event follows another. Look for evidence that the later event could not have happened if the first event had not caused it.

5.3 PROBLEM-SOLUTION

Problem-solution writing clearly states a problem, analyzes the problem, and proposes a solution to the problem. It can be used to identify and solve a conflict between characters, investigate global warming, or tell why the home team keeps losing.

RUBRIC: Standards for Writing

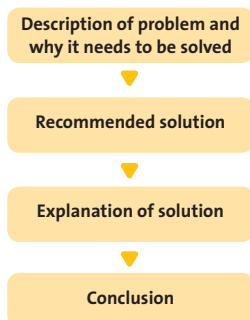
Successful problem-solution writing should

- hook the reader's attention with a strong introduction
- identify the problem and help the reader understand the issues involved
- analyze the causes and effects of the problem
- include quotations, facts, and statistics
- explore possible solutions to the problem and recommend the best one(s)
- use language, details, and a tone appropriate to the audience

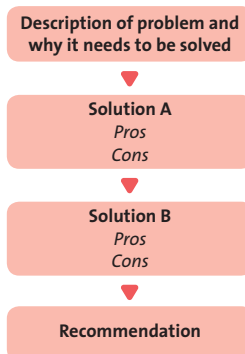
Options for Organization

Your organization will depend on the goal of your problem-solution piece, your intended audience, and the specific problem you have chosen to address. The organizational methods that follow are effective for different kinds of problem-solution writing.

Option 1: Simple Problem-Solution



Option 2: Deciding Between Solutions



5.4 ANALYSIS

In writing an analysis, you explain how something works, how it is defined, or what its parts are.

RUBRIC: Standards for Writing

A successful analysis should

- hook the reader's attention with a strong introduction
- clearly define the subject and its parts
- use a specific organizing structure to provide a logical flow of information
- show connections among facts and ideas through transitional words and phrases
- use language and details appropriate for the audience

Options for Organization

Organize your details in a logical order appropriate to the kind of analysis you're writing. Use one of the options on the following page.

Option 1: Process Analysis A process analysis is usually organized chronologically, with steps or stages in the order in which they occur. You might use a process analysis to explain how to program a cell phone or prepare for a test, or to explain the different stages of development in an insect's life.

MODEL

Insect metamorphosis
Many insects grow through a four-step cycle.
Step 1 egg
Step 2 larva
Step 3 pupa
Step 4 adult

Introduce process.

Give background.

Explain steps.

Option 2: Definition Analysis You can organize the details of a definition analysis in order of importance or impression. Use a definition analysis to explain a quality (such as excellence), the characteristics of a limerick, or the characteristics of insects.

MODEL

What is an insect?
An insect is a small animal with an external skeleton, three body segments, and three pairs of legs.
Feature 1: external skeleton
Feature 2: three body segments
Feature 3: three pairs of legs

Introduce term and definition.

Explain features.

Option 3: Parts Analysis The following parts analysis explains the main parts of an insect.

MODEL

An insect's body is divided into three main parts.

Part 1: The head includes eyes, mouth, and antennae.

Part 2: The thorax has the legs and wings attached to it.

Part 3: The abdomen contains organs for digesting food, eliminating waste, and reproducing.

Introduce subject.

Explain parts.

6 Writing Arguments

Persuasive writing allows you to use the power of language to inform and influence others. It includes speeches, persuasive essays, newspaper editorials, advertisements, and critical reviews.

RUBRIC: Standards for Writing

Successful persuasive writing should

- hook the reader's attention with a strong introduction
- state a clear position or claim in support of a proposition or proposal
- support the proposition with clearly explained evidence
- anticipate and answer reader concerns and counterarguments
- conclude by summing up reasons or calling for action

For more information, see *Writing Workshop: Persuasive Essay*, pages 988–997.

6.1 KEY TECHNIQUES

Clarify Your Claim What do you believe about the issue? How can you express your opinion most clearly?

Know Your Audience Who will read your writing? What do they already know and believe about the issue? What objections to your position might they have? What additional information might they need? What tone and approach would be most effective?

Support Your Opinion Why do you feel the way you do about the issue? What facts, statistics, descriptions, specific examples, quotations, anecdotes, or expert opinions support your view? What reasons will convince your readers? What evidence can answer their objections?

Ways to Support Your Argument

Statistics	facts that are stated in numbers
Examples	specific instances that explain points
Observations	events or situations you yourself have seen
Anecdotes	brief stories that illustrate points
Quotations	direct statements from authorities

For more information, see *Identifying Faulty Reasoning*, page R24.

Begin and End with a Bang How can you hook your readers and make a lasting impression? What memorable quotation, anecdote, or statistic will catch their attention at the beginning or stick in their minds at the end? What strong summary or call to action can you conclude with?

MODEL

Beginning

If you want to spend an evening with your neighbors, seeing a live performance or shopping for homemade crafts, will you come to the community center? Probably not. It's too hot!

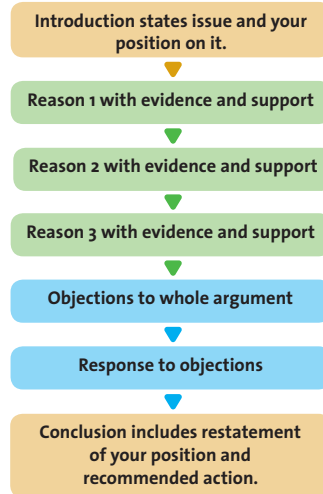
End

Many people put hours and weeks into providing our town with entertainment. Often only a few people attend these events at the community center because the building is too hot on summer evenings. One "cool" solution would be to purchase an air-conditioning system.

6.2 OPTIONS FOR ORGANIZATION

In a two-sided persuasive essay, you want to show the weaknesses of other opinions as you explain the strengths of your own.

Option 1: Reasons for Your Opinion



Option 2: Point-by-Point Basis



7 Writing Functional Texts

Business writing is writing done in a workplace to support the work of a company or business. You may need to do business writing to request information or complain about a product or service. Several types of formats, such as memos, letters, e-mails, and applications, have been developed to make communication easier.

RUBRIC: Standards for Writing

Successful business writing should

- be courteous
- use language that is geared to its audience
- state the purpose clearly in the opening sentences or paragraph
- have a formal tone and not contain slang, contractions, or sentence fragments
- use precise words
- present only essential information
- present details in a logical order
- conclude with a summary of important points

7.1 KEY TECHNIQUES OF WORKPLACE WRITING

Think About Your Purpose Why are you doing this writing? Do you want to order or complain about a product?

Identify Your Audience Who will read your writing? What background information will they need? What tone or language is appropriate?

Use a Pattern of Organization That Is Appropriate to the Content If you have to compare and contrast two products in a letter, you can use the same compare-and-contrast organization that you would use in an essay.

Support Your Points What specific details might clarify your ideas? What reasons do you have for your statements?

Finish Strongly How can you best sum up your statements? What is your main point? What action do you want the recipients to take?

Revise and Proofread Your Writing Just as you are graded on the quality of an essay you write for a class, you will be judged on the quality of your writing in the workplace.

7.2 MATCHING THE FORMAT TO THE OCCASION

E-mail messages, memos, and letters have similar purposes but are used in different situations. The chart shows how each format can be used.

Format	Occasion
Memo	Use to send correspondence inside the workplace only.
E-mail message	Use to send correspondence inside or outside the company.
Letter	Use to send correspondence outside the company.

TIP Memos are often sent as e-mail messages in the workplace. Remember that both require formal language and standard spelling, capitalization, and punctuation.

Technical writing is used for detailed instructions or descriptions of items and processes. It is important to a variety of fields, such as science, government, and industry. Technical writing is used to present information in such a way that the reader can use it to complete a task, such as performing an experiment, assembling an object, or using a tool.

At work, at school, or in everyday life you may have to use technical writing to leave instructions for another person.

RUBRIC: Standards for Writing

Instructions should

- present only essential information
- present steps in a logical order
- include sentences that are short and simple
- include definitions of unfamiliar terms if necessary
- use transitions and/or numbered steps
- use verbs that describe actions
- use the present tense

7.3 KEY TECHNIQUES OF TECHNICAL WRITING

Think About Your Organization As you write, make sure you are presenting your information in a sensible order. For example, you would probably list any necessary tools and materials early on. Then you would present the steps in the order in which they should be followed.

Keep Your Audience in Mind Make sure you explain to readers unfamiliar with the activity or process what they need to know. Sometimes making a comparison to something the reader is familiar with can help. Graphics, such as pictures and maps, can also help make instructions easier to understand.

Use Transitions as Needed Transitions such as *first*, *next*, *after*, and *last* and numbered steps can make the order of steps clear and guide your reader from one step to the next.

Review Your Ending You can simply end with the last step, or you can end by describing the result or outcome of following the directions.

Evaluate Your Instructions Have a friend follow your instructions to make sure they are clear.

7.4 FORMATS

Business letters usually have a formal tone and a specific format as shown below. The key to writing a business letter is to get to the point as quickly as possible and to present your information clearly.

MODEL: BUSINESS LETTER

180 Nemic Street
Boston, MA 02118

June 1, 2010

Joe Naglar
PBG Music Club
1 Beach Place
Stamford, CT 06904

Dear Mr. Naglar:

I'm writing to ask you about five CDs I ordered but never received. I ordered these selections over four months ago. My parents' credit card has been charged for them, but they have still not arrived.

If there is some problem with the availability of these selections, or some other problem with my order, please let me know. As it is now, it looks like I've been charged for things I never received and then I've been forgotten about.

I hope that whatever the problem was, it has been cleared up and that I will soon receive my CDs, or that my parents' card will be credited.

Sincerely,
Charles Terhune
Charles Terhune

The diagram shows a business letter model with five parts labeled on the right side, connected to the corresponding text in the model by brackets:

- Heading**: Where the letter comes from and when
- Inside address**: To whom the letter is being sent
- Salutation**: Greeting
- Body**: Text of the message
- Closing**: The sign-off and name

PRACTICE AND APPLY

Draft a response to the letter. Then revise your letter as necessary according to the rubric at the beginning of page R42. Make sure you have included the necessary information and have written in an appropriate tone. Proofread your letter for grammatical errors and spelling mistakes. Follow the format of the model and use appropriate spacing between each part.

PRACTICE AND APPLY**ANSWER**

Students' responses will vary. Each letter should include a heading, an inside address, a salutation, a body, and a closing. Students should provide an explanation for the missing CDs, such as a shortage of supply. They should provide a formal apology and a solution to the problem, such as crediting the account or shipping the CDs immediately with a discount coupon for future orders.

PRACTICE AND APPLY

ANSWER

Students' responses will vary. Each memo should include a heading and body. Students' replies should indicate that they have shipped the CDs and have credited the account.

PRACTICE AND APPLY

ANSWER

Students' databases will vary. Information should be arranged in charts.

Memos are often used in workplaces as a way of sending information in a direct and concise manner. They can be used to announce or summarize meetings and to request actions or specific information.

MODEL: MEMO

To: Grace Brodsky
From: Joe Naglar
Subject: customer complaint
Date: June 10, 2010

Please read the attached letter. Then review the original order from Charles Terhune. Send a letter of apology and the CDs he ordered as soon as possible. Do not charge him for two of the CDs, and credit his parents' account.

Heading
Receiver's name
Sender's name
Topic of memo
Complete date

Body

TIP Don't forget to write the topic of your memo in the subject line. This will help the receiver determine the importance of your memo.

PRACTICE AND APPLY

Write a memo in response to the memo shown here. Tell the receiver what actions you have taken. Follow the format of the model.

A spreadsheet displays data in rows and columns. When you type information into a spreadsheet document on a computer, you can create databases, make calculations, and sort data in different ways. You can also create charts, graphs, and other displays to insert into research reports, lab reports, or other documents. Find out more about creating spreadsheets by asking your school's computer specialist or by searching the Internet for an online tutorial.

MODEL: SPREADSHEET

	A	B	C	D	E
1	Fundraising at McLean Intermediate School				
2	Charity	Amounts Donated			
3		Grade 6	Grade 7	Grade 8	TOTALS
4	Red Cross	\$136.50	\$142.80	\$111.44	\$390.74
5	AmeriCares	\$82.00	\$80.08	\$77.39	\$239.47
6	Second Harvest Food Bank	\$31.00	\$44.00	\$63.20	\$138.20

PRACTICE AND APPLY

Use your school's spreadsheet software to create a database. For example, you might poll your classmates on their favorite foods or favorite movies. Arrange the information in a chart, with results listed from most popular to least popular.

MODEL: INSTRUCTIONS

How to Prove That Rusting Is a Chemical Reaction That Causes Heat

You can do a simple experiment that shows that rusting is a chemical reaction that produces heat.

You will need:

- a pad of steel wool
- vinegar
- a small bowl
- a thermometer
- a large glass jar with a lid

1. Place the thermometer in the jar and put the lid on the jar.
2. After five minutes, record the temperature while the thermometer is still in the jar.
3. Fill the small bowl with vinegar.
4. Soak the steel-wool pad in the vinegar for two minutes.
5. Remove the lid from the jar, and wrap the steel-wool pad around the bulb of the thermometer. Put the lid back on the jar.
6. After five more minutes, record the temperature again while the thermometer is still in the jar.

Notice that the temperature has risen a few degrees. The vinegar removes a coating from the steel wool. As a result the iron in the steel-wool pad starts to rust. The rusting is caused by the interaction of iron and oxygen. This chemical reaction releases heat, causing the temperature reading on the thermometer to rise.

PRACTICE AND APPLY

Think about something you might want someone else to do because you won't be at home, such as do laundry or prepare dinner. Use the rubric at the bottom of page R42 to write instructions. Be sure to include the following:

- an opening statement that describes what needs to be done
- a list of tools and materials needed to perform the task
- the steps needed to perform the task
- transition words and/or numbered steps if order is important
- any special notes or warnings about a tool or step in the process

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Students' responses will vary. The instructions should provide a brief opening statement with an explanation of the task, a list of materials or tools, and the steps needed to perform the task. Encourage students to present the steps in a logical order and to provide only essential information.

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central

The keyword on this page directs students to interactive models, revision lessons, and other resources designed to support the writing process.